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ABSTRACT

These health curriculum guidelines were designed for teachers of students in grades 3 and 4. Seven major topic areas are covered: 1) anatomy and physiology, 2) physical fitness, 3) the family as a basic social unit, 4) mental health, 5) drug education, 6) safety, and 7) community health. The format provides the teacher with health concepts which are appropriate for students in the third and fourth grades. Suggested instructional objectives, teacher strategies, and classroom activities are included along with media resources. (JD)

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Revised Guidelines for

Comprehensive Health Education

Grades 3 and 4

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

The Comprehensive Health Education Act (79-1270) adopted by the Nebraska State Legislature in 1971 requires that:

1 instruction in comprehensive health education shall take place in all schools;
2 the Commissioner of Education shall prepare and distribute, upon request, teaching aids and materials for effective courses in comprehensive health education; and
3 schools failing to meet the provisions of the act will be guilty of a deviation from the approval and accreditation rules and regulations.

Acting upon the directive of this legislation, the Department of Education with the assistance of an advisory committee developed ***Guidelines for Comprehensive Health Education: A Conceptual Approach***, and made this publication available to schools in 1972. Those guidelines suggested that a truly comprehensive program should include 17 major topics of instruction. Concepts and teaching activities were suggested for each instructional topic.

Local school systems were urged to use the guidelines as a foundation or "working tool," to be of assistance as schools designed instructional programs which met the specific needs and interests of their pupils while being consistent with the educational philosophies of their local communities. Decisions about program content, selection of instructional materials and teaching methodology were and are the responsibility of each school system.

Since the passage of the Comprehensive Health Education Act and the subsequent development of health curriculum guidelines, the Department of Education has received numerous requests from school administrators and teachers for assistance in two common areas:

1 the development of observable and/or measurable instructional objectives; and
2 the identification of suitable supportive instructional materials.

It is because of these continued requests that the Department of Education has undertaken revision of the comprehensive health education curriculum guidelines. This publication (for grades K to 2) is the first of five such guidelines which will span grades K to 12.

A majority of the concepts suggested in the original health guidelines are included in this revised edition. The concepts have been reorganized, however, into seven or fewer major topic areas rather than the original 17 areas. Learning objectives have been designed to assist teachers in determing if their students have attained the concepts. Supportive media which can assist in the learning process have been identified for each concept.

According to the desires of the local school system, instructional television can play a major supporting role in utilization of these guidelines. Existing and newly-developed ITV health education telelessons will be broadcast on a schedule which matches the scope and sequence of the health concepts and learning objectives found in these guidelines. This coordinated combination of print and other media resources is the most comprehensive curriculum project ever undertaken by the Department of Education.

These curriculum guidelines are suggestions. How the guidelines are used is a decision of each local school district. Each school district decides the specific content to be included in its instructional program, and at which grade levels that content is to be taught.

M. Anne Campbell
Commissioner of Education

Introduction

Health Education—A Statement of Philosophy

Traditionally, man has been concerned with the interaction between his body and his environment, and the premise has been that physical health is an end in itself. An understanding of man's biologic problems, the means to physical health, the nature of diseases and the signs and symptoms suggesting ill health are vital to everyone. However, physical health is in itself only a means to an end. Man should not be concerned only with the shell which separates him from his environment, but with his total being.

The concept of total health implies an understanding of a sound body and the appreciation of one's potential and individual worth. It permits expression of an individual's creativity and enhances the dignity and satisfaction that comes through individual ability to give of oneself. Man cannot assume the state of total health alone, for everyone functions with others and within his or her environment.

Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators. The successful realization of education for health results from the combined efforts of individuals who complement the activities of each other, supplement the information offered and reinforce the attitudes developed in youth by challenging them to think.

An understanding of the social phenomena underlying new knowledge and emerging problems appears to be particularly significant in relation to curriculum development focused on health education. Because this area of study is concerned with the individual – not as a biological organism, an intellectual or emotional being, or a social creature – but rather as a whole person, an entity, all of the related forces basic to curriculum development seem to command equal consideration.

Good health is not accidental. It is a product of nature and culture, and is related to understanding and values. Good health must not only be philosophical; it must be capable of extension into the realities of daily living. Good health and related understanding should not be, and must not remain, the right of a privileged few. It is to this end that the Department of Education, assisted by the Nebraska Comprehensive Health Education Advisory Council, has undertaken preparation of a guide for the sharing of basic concepts and objectives relevant to health education.

Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators.

Health Education in Education

Through the years the term "health" has taken on many different meanings. In ancient societies physical well-being and rules for hygiene were stressed. One of our first recorded references to a concept of health was by Deemus Junius Jebenal (50-130 A.D.) who wrote about "a sound mind in a sound body." Later, during the Seventeenth and Eighteenth Centuries, John Locke was often quoted: "A sound mind in a sound body is a short but full description of a happy state in this world; he that has these two has little to wish for."

Somewhat later, around the mid-Nineteenth Century, Horace Mann, secretary to the first board of education in the United States in Massachusetts, was instrumental in stressing the importance of physical well-being and emphasizing health education.

However, mental and social well-being were not appreciably emphasized until the mid-Twentieth Century. Through the years broader and more complete meanings of health have evolved. Today our society is concerned not only with curing or treating sickness or preventing disease, but is also concerned with raising the level of individual health and well-being.

Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions. Hoyman emphasizes this when he refers to health as: ". . . a moving target . . . a dynamic ecologic resultant involving the interaction of many factors and conditions. . ."[3]

Health is a combination of physical, mental and social well-being, all dynamically interrelated. The individual functions as a whole, as an integrated individual with each dimension of health influencing the others. So physical illness has an effect on emotional well-being and social relationships. The psychosomatic aspects of health illustrate dynamic interrelationships between various dimensions of health.[4]

Educators have been consistently vocal in their expression of concern for the role of health education in education. One of the earlier and more important statements emanated from the 1918 report by the Commission on the Reorganization of Secondary Education appointed by the National Education Association.[9] The report declared health to be one of the seven cardinal principles of education.

The Educational Policies Commission[6] in *The Purpose of Education in American Democracy* (1938) described desired pupil outcomes in each of four groups of educational objectives: a) self-realization; b) human relationships; c) economic efficiency; and d) civic responsibility. In education for self-realization, the commission stated that the health-educated person:

1 Understands the basic facts about health and disease;
2 Protects his own health and that of his dependents; and
3 Works to improve the health of the community.

More recently, the Educational Policies Commission,[5] in *An Essay on Quality in Public Education*, stated that the elementary curriculum should, among other things, teach the essentials of safety and personal health and promote physical coordination and skill.

In a statement about the objectives of schools prepared by the American Council on Education, the objective of health education was to lead students to improve and maintain their own health and to accept their share of responsibility for protecting the health of others.[1]

Other significant bodies have emphasized the role of health education, including the White House Conference on Education in 1955.[8] In response to the question, "What should our schools accomplish?," the conference report recommended that schools help each pupil to develop physical and mental health and wise use of time, including constructive leisure pursuits.

Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions.

A more recent significant statement about the outcomes of education is included in the report of the National Education Association's, *Project on Instruction*. It states, in part, ". . . the content of health instruction belongs in the school curriculum because such knowledge is necessary, is most efficiently learned in school and no other public agency provides such instruction."[7]

As the preceding statements indicate, health education has been an objective of education for many years. It is a discipline which focuses on and strives for maximum physical, mental and social efficiency for the individual, the family and the community.

Health is a broad area and it is positive in its implications. Multiple factors contribute to achievement of a state of health. The health education curriculum must be built around the biological and social facts and principles which relate to man's existence, survival and adjustment. Health education may be conceived as an applied science which rests on solid scientific and social foundations.

Facts and principles, drawn from such scientific areas as genetics, anatomy, physiology, bacteriology, microbiology and psychology, as they can be applied to human living and human health, are essential. Likewise, facts and principles arising from sociology, social psychology, anthropology, economics and political science, known to be significant in understanding health needs and problems, become equally important in the health education process. As such, health education is a discipline in which the relevant knowledge and ideas from several fields are combined and synthesized.

Health Education—A Definition

Have you ever been asked: What is health education? How does what you teach in health education relate to a child's everyday involvement with self, home, school and community? Are facts as important as attitudes in health education? In other words, have you ever been asked to put into words just exactly what you believe health education really is, or is not, and how it contributes to the total educational program of each child? Perhaps if you have not been asked by someone else, you have asked yourself questions similar to these.

Such questions must be probed until meaningful answers are set forth. While these guidelines are devoted to helping health educators, administrators and other educational personnel involved with health programming approach a better understanding of school health education, its program, methods and application, the American Medical Association and the National Education Association, through their Joint Committee on Health Problems in Education,[2] have succinctly outlined the essential elements in the definition of what health is, what it is not, and how it can relate meaningfully to the school.

Health Education Is:

Education for health for healthful living of the individual, family and community.

An academic field and subject. All of its content and objectives are intellectual and academic in nature. Its content must have meaning and purpose for students now as well as for future students.

A relatively new discipline. The natural (biological), the behavioral and the health sciences provide its foundation.

Facts, principles and concepts pertaining to healthful living. These constitute its body of knowledge.

The body of knowledge identified, organized, synthesized and utilized in appropriate courses and experiences; it is sequentially arranged to form the discipline.

Derived from sociology, psychology, educational psychology and the behavioral sciences—its purpose is to change favorably health behavior (knowledge, attitudes, practices).

A needed approach to bridge the gap between scientific health discoveries and man's application of these discoveries in daily life.

Health Education Is Not:

Hygiene of yesteryears. It is not "blood and bone" hygiene, nor is it physiological hygiene.

Anatomy of physiology or both of these combined. These fields serve as its foundation, but do not contribute the major concepts of its body of knowledge. They are necessary as background to understand health concepts applied to living.

A pure science, but an applied science. It is an applied science concerned with man's understanding of himself in relation to health matters in a changing society.

Physical education. Health education and physical education are separate and distinct fields. They have similar goals and are closely related, but their activities and the conduct of activities are completely different. Sound physical education programs properly conducted contribute to the health of the individual.

Physical fitness. It contributes to the total fitness of man. It is not synonymous with muscle fitness.

Driver education. Health education is related to driver education through its safety area. Driver education is but one facet of safety.

Contributing to the well-educated individual by providing meaningful health experiences which can change health behavior. (Educational Policies Commission, *The Purpose of Education in an American Democracy*, 1938).

Best achieved by developing the rational powers of people (critical thinking), enabling them to make wise decisions and to solve personal, family and community health problems. (Educational Policies Commission, 1961.)

Based upon and improved through basic and applied research.

Best conducted by professionally prepared health educators from accredited colleges and universities.

An integral part of the curriculum at every level and an essential element in the general education of all students.

The educational component of a school, college or university health program (instructions, services, environments).

A requirement course organized to deal with legal provisions of alcohol, narcotics and fire prevention. These are essential problems that should be incorporated with other basic problems to provide a structured course or program.

A rainy day or incidental instruction. Health education must be carefully planned and incorporated into the curriculum. It must be taught in a wholesome learning environment in which pupil activities can be carried out, particularly through problem-solving situations under the guidance of professionally prepared health educators.

Just grooming practices such as tooth brushing and hair combing. Health education has gone far beyond grooming.

What Does Health Education Mean for Your School?

Through adequate education for health, you can provide students with:

Opportunities to discuss problems of interest to them, to assess the values of others, and to identify with an adult directly interested in the problems of their age group.

The opportunity to use real problems in studying the process of critical thinking.

Interest in the health and safety aspects of their own daily activities.

A sense of responsibility for personal health.

A feeling of responsibility for community health.

A critical attitude toward advertising of health services and products.

An understanding of growth and development.

An opportunity to develop the ability to understand and interpret health information.

The knowledge and skill to understand and utilize reliable health care.

An appreciation for good health.

Pride in developing and maintaining good health.*

*This discussion of what health is and is not, and of how it can relate meaningfully to your school is reprinted with the permission of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

Factors Affecting Classroom Climate

Following are some factors which may influence the students' ability to acquire positive concepts through health education.

A Healthful School Environment

The school should be a laboratory where the individuals have opportunities to explore their own ideas and to develop personal values and understandings. Schools can contribute to the health (and educational achievement) of children and youth by making it possible for them to live healthfully while they are in school.

A Comfortable Social-Emotional Climate and an Alert Interested Teacher

The teacher guides the learning of desirable social attitudes, i.e., cooperation and fair play, as well as activities and interests to help in growth and maturity development. The teacher needs to be aware of individual health needs of students. An important part of developing a healthful school environment is the social-emotional climate which the teacher establishes in the classroom. The climate must render the student free to inquire, to question, to investigate and to discuss with both the teacher and fellow students. Any threat of embarrassment or reproof must be eliminated if the learners are to have the opportunity to develop individually according to their needs.

An Understanding of Goals for Self-Direction

Students must learn to assume responsibility for care and maintenance of their own health. After leaving school, when self-direction is required, the student will need to know how to plan and carry out a program of healthful living. To help achieve this goal, it is imperative that students be given opportunities for analysis, evaluation and application of health information through varying experiences. Without such opportunities it becomes increasingly difficult to expect that they will do so after the security of the school environment is behind them, based solely on theoretical examination of information.

Guidance in Meeting Health Problems

The health of children – physical, mental and social – depends upon what they do for themselves more than upon what is done for them. While the home and community remain the major influences in determining the health attitudes of children, it becomes the responsibility of the school to serve as a catalyst by effecting a meaningful merger of all these influences upon the life of the individual.

Meaningful Units Adapted to the Maturity Level of the Children

Programs in health education must be continuous – taught on a regular basis. The content of the program is determined by the needs and interests of the children and by the stage of growth and maturity which they have reached. Readiness is an important factor for learning.

Motivation for Learning

Before learning can be meaningful, a student's interest must be stimulated. The desire to learn is an essential prerequisite for critical thinking and the teacher is challenged to help each individual develop this desire according to his or her interests and needs. The opportunity to make decisions, to accept responsibility for choices and to aid in planning, developing and evaluating projects will increase student interest and motivation.

Opportunity to Use Real Life Situations as a Basis for Interests in Health

Health is more than a subject to be taught. It is a way of life. As such it presents daily opportunity for development of attitudes, concepts and skills that will help students to become healthier, happier individuals. Teachers can have a dynamic impact upon students if they will use these daily interactions to best advantage. To serve as an exemplar to which the learner may look with pride can be one of the teacher's greatest assets. One's actions speak so loudly that what is said can scarcely be heard.

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7 National Education Association. *Schools for the Sixties: A Report of the Project on Instruction.* (New York: McGraw-Hill Book Co., Inc., 1963).

8 The Committee for the White House Conference. *A Report to the President.* (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956).

9 United States Department of the Interior, Bureau of Education, *Cardinal Principles of Secondary Education,* Bulletin 1918, No. 35, (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1918).

UTILIZATION OF THE REVISED GUIDELINES

These revised guidelines for comprehensive health education have been designed to offer teachers suggestions which can assist in providing varied learning opportunities for students.

While acquisition of accurate health knowledge is important, of far greater concern is formation of desirable personal and public health attitudes, values and practices. With this concern in mind, instructional objectives have been developed which are stated in measurable and/or observable terms. It is hoped these objectives will assist teachers in determining if their students are developing desirable health attitudes, values and practices.

These revised guidelines contain seven major topic areas. These topics and their areas of concentration are:

1 Our Complex Body – anatomy and physiology;

2 Keeping Your Body Fit – physical fitness;

3 Families Work and Grow Together – the family as the basic unit of society;

4 Our Feelings and Emotions – mental health;

5 Chemical Substances Can Help Us and/or Harm Us – drug education;

6 Safety Is Everyone's Concern – home, school and community safety; and

7 The Community Is Concerned with the Environment – community health.

The format of these guidelines has been designed to provide the teacher with:

1 health concepts which are appropriate for the 3-4 student;

2 instructional objectives written in measurable and/or observable terms;

3 suggested teaching strategies and classroom activities; and

4 suggested support materials.

Concept	Instructional Objective	Suggested Activities	Media Resources
A short statement which identifies a health concern.	Two or more statements which will assist the teacher in determining if the student has attained the health concept.	Suggested teaching strategies and activities which will assist the student in attaining the instructional objective.	Suggested support material which may be used as a teaching activity.
The skeletal system is a multi-purpose system.	The student should be able to: 1 Describe three functions of the skeleton. (It provides protective cages, production of blood cells in bone marrow and storage of calcium.)	1 Collect and observe bones (from butcher, etc.). Note that bones are made of minerals, mostly calcium. Illustrate this by soaking a small bone in vinegar for three days. The acid will precipitate the calcium and the bone will lack firmness and strength and can be bent. One of the functions of the skeletal system is to act as a storehouse for calcium.	1 "Breaks, Bones and Biceps," ITV lesson. (See Appendix A, p. 85.)

These guidelines also contain three appendices.

> Appendix A contains ITV telelesson overviews and activities. Appendix B contains illustrations which may be used for making transparencies and reproductions. Appendix C lists Nebraska-based agencies and associations which have free or inexpensive materials available.

It should be stressed that **this is only a guide.** The ideas presented are intended as suggestions which schools may use as they develop a health program for 3-4 students. This guide does not make precise recommendations about which concepts or areas should be covered at grade three or at grade four. The State Board of Education and the Department of Education have consistently stated that course content and the selection of instructional materials are concerns of each local school system. Such decisions should be based upon the specific needs and interests of the students as well as the educational philosophy of the local community.

Health education is very broad in scope and draws upon the physical, social and life sciences. Thus a comprehensive health education program is interdisciplinary in nature. Therefore, it is strongly suggested that all teachers within a school system work together to coordinate their efforts to avoid repetition or omission of content.

Innovative teachers will not limit themselves to the suggestions in these guidelines, but rather will go beyond to create their own original learning situations.

Our Complex Body

This unit includes the health areas of anatomy and physiology. It opens a world of discovery into body parts and systems and the interrelationship between these systems.

This is one of the most emphasized areas of study in health education. The 3-4 student is ready and anxious to learn about his/her body, how it works and how the parts work together to keep him/her going and growing. However, educators must be careful that the information be presented in a dynamic, relevant manner to help the learner associate this health information to his/her real world of needs, interests and feelings.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 The skeletal system is a multi-purpose system.	The student should be able to: 1 Describe three functions of the skeleton. (It provides protective cages, production of blood cells in bone marrow and storage of calcium.) 2 Give at least two examples of types of joints (ball and socket, hinge, pivot). 3 Identify the location of the various joints on a human skeleton. 4 Describe the function of the tendons and ligaments.	1 Collect and observe bones (from butcher, etc.). Note that bones are made of minerals, mostly calcium. Illustrate this by soaking a small bone in vinegar for three days. The acid will precipitate the calcium and the bone will lack firmness and strength and can be bent. One of the functions of the skeletal system is to act as a storehouse for calcium. 2 Demonstrate the movements that are possible with the different types of joints: a) knee or elbow - is on a hinge joint and the movements are limited. b) wrist - allows for a twisting motion. c) shoulder - allows for complete rotation of the area. 3 Compare the various joints to mechnical devices: a) Hinge - a door which swings on a hinge. b) Ball and socket - a shower head or rabbit ear television antenna. c) Pivot - a door knob. 4 Have the students flatten and stiffen their hands and note the tendons which hold the muscle to the bone. Discuss the ligaments which hold the joints together.	1 "Breaks, Bones and Biceps," ITV lesson. (See Appendix A, p. 85.) 2 Transparency masters in Appendix B (see p. 123-126): a) skeleton; b) joints; c) tendons; d) ligaments.

Concept	Instructional Objective	Suggested Activities	Media Resources
2 The body has different kinds of muscle tissue.	The student should be able to: 1 List the three kinds of muscles (voluntary, involuntary and cardiac). 2 Compare and contrast the voluntary and involuntary muscles. 3 Explain that voluntary muscles work in pairs (one muscle contracts while the other lengthens, and vice versa).	1 Through a labeled drawing, illustrate the location of the voluntary, involuntary and cardiac muscles. 2 Discuss the voluntary muscles (those that are controlled such as the arms, legs, head) and the involuntary muscles (those that are not controlled, such as the stomach and most internal organs). 3 Demonstrate how voluntary muscles work in pairs for flexing the forearm. Note how the muscle group on top lengthens while the muscles below the bone contract, and vice versa.	1 "Movement," ITV lesson (See Appendix A, p. 86.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Bones and muscles work together for movement and posture.	The student should be able to: 1 Explain how the bones, joints and muscles work together for movement. 2 Describe the role of nerves in movement. 3 Describe the various locomotor and nonlocomotor movements, ways they are used and ways to experiment with them.	1 Draw pictures to show: a) how bones give the body its shape and support; b) how joints connect the bones together; and c) how muscles contract and relax to permit body movement. 2 Have the children feel muscular movement as the body moves in various ways. For example, have them feel arm muscles as the arm is moved up and down and as the elbow is bent and straightened. 3 Form circles of about 10 students each. Have one student stand in the middle and designate the student as the brain. Toss a ball from the circle to the center and then back again to another student in the circle. Relate this to sensory nerves which carry messages to the brain and motor nerves which carry messages away from the brain and to the muscles. 4 Demonstrate locomotor movements: walk, run, hop (first on one foot and then on the other), skip. 5 Demonstrate nonlocomotor movements: Have the children discover how many ways they can move their bodies and yet remain in place. Try stretching, bending forward, backward and side to side.	1 "Posture In Motion," a UNL Media Center film. 2 "Movement," ITV lesson (See Appendix A, p. 86.)

Concept	Instructional Objective	Suggested Activities	Media Resources
4 Different kinds of cells perform different kinds of work.	The student should be able to: 1 Draw and label the three main parts of a cell (membrane, protoplasm and nucleus). 2 Distinguish between various types of cells. 3 Match pictures of cells with the particular organ they form.	1 Have the students draw a cell, label its parts and write everything they know about cells. 2 Show the students pictures of various types of cells. Note the differences in shape and size. 3 Have the students match pictures of various types of cells with the organs they form.	1 "Meet Stanley and Sissy Cell," ITV lesson. (See Appendix A, p. 87.) 2 Transparency masters in Appendix B (see p. 127 and 128): a) a cell and its main parts b) groups of cells which combine to form tissue.

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Cells combine to form tissues and tissues form organs.	The student should be able to: 1 Explain that cells combine to form tissues and tissues form organs. 2 Name at least four of the body organs and explain the function of each of these organs.	1 Help the students to use clay to show how a cell divides and eventually forms tissues, and how the tissues form organs. 2 Draw or use clay to construct models of many of the body's organs. Fit the various organs together as they fit in the human body. 3 Play "Who Am I?" The teacher or a student discusses the function of an organ and the class identifies it. Remember that the skin is the largest of all the organs and its main function is to serve as a protective covering. Other organs include the heart which functions as a pump; the eye which is like a camera; the kidneys which are filters; and the sense organs, such as eyes, ears, nose, tongue.	1 "Meet Stanley and Sissy Cell," ITV lesson (See Appendix A, p. 87.) 2 Transparency masters in Appendix B (see p. 129 - 133): a) heart; b) lungs; c) brain; d) stomach; e) liver.

Concept	Instructional Objective	Suggested Activities	Media Resources
6 The senses help us to communicate with the world around us.	The student should be able to: 1 Name the five main sense organs and their functions. 2 Trace the passage of sound from the outer ear through to the auditory nerve. 3 Follow a visual image as it passes to the optic nerve. 4 Explain that the senses of taste and smell work together. 5 Give at least two examples of ways to help those whose sight and/or hearing is partly or completely impaired.	1 Make a bulletin board display showing the five senses and their functions. 2 Use models, pictures or diagrams to illustrate how sound travels through the ear. 3 Use models, pictures or diagrams to illustrate how the eye functions. Compare the eye to a camera. 4 Show the relationship of taste and smell by having the children try to discover if they can tell what they're tasting with their eyes closed and their noses pinched. Try small amounts of liquids like water, milk, tea, soda pop. Then try an apple, orange and lemon. Keep the lemon until the end; let the children try tasting other things afterward to see how lemon blocks out other flavors. 5 Discuss ways to help those with a aural or visual handicap. Include hearing aid, eye glasses, use of sign language, seeing-eye dog, white cane, lip reading. 6 Experiment with speech reading and sign language. Set aside a time when everyone pretends to be deaf. No one can interpret sound and no one can speak. All communication has to be by either speech reading or sign language.	1 "Big Ears" and "The Professor and Miss Fibble," ITV lessons. (See Appendix A, p. 88 and 89.) 2 Transparency masters in Appendix B see p. 134--136): a) diagrams of ear and eye; b) sign language chart; c) Braille alphabet. 3 Refer to Appendix C for materials available from the Nebraska Society for the Prevention of Blindness.

Concept	Instructional Objective	Suggested Activities	Media Resources
7 The skin functions in a variety of ways.	The student should be able to: 1 Identify the two main layers of the skin (epidermis, dermis). 2 Identify the major function of each of the layers of skin. 3 Explain the reason for various skin colors. 4 Explain how the sense of touch functions.	1 Use a diagram, picture or model to label and color the dermis and epidermis. 2 From a given list of functions, identify those that are associated with the dermis and those that are associated with the epidermis: a) Contains many blood vessels. (D) b) Is the top-most layer of skin. (E) c) Contains dead cells that flake off. (E) d) Contains pigment. (E) e) Contains many nerve endings. (D) 3 Have the children look at each other and observe the various skin tones. Look at the skin on the front and back of the arm. Is it the same color in these two places? The reason for the difference in coloring is pigment. This pigment (or coloring matter) is located in the epidermis and is of two types. One pigment gives the skin a yellow tinge; the other gives it a brown or black tinge. These two pigments give the skin its various shadings. Except for different amounts of pigment in the epidermis, the skin of every human has the same structure and function. 4 Messages of hot, cold, pressure and pain are carried to the brain by nerve endings located in the dermis. Illustrate this with a pencil; mark off a small square on the back of the first joint of the middle finger. Sharpen the pencil. Press the point firmly against the skin in many different places within the square. Does the point sometimes feel cold? Does it sometimes cause pain? Are the same kinds of nerve endings found everywhere within the square? 5 Blindfold pupils and have them describe and identify objects by touch.	1 "Your Birthday Suit," ITV lesson. (See Appendix A, p. 90.) 2 Transparency master in Appendix B: view of the skin. (See p. 136.)

Concept	Instructional Objective	Suggested Activities	Media Resources
8 The respiratory system performs many functions.	The student should be able to: 1 Identify at least three main parts of the respiratory system. 2 Explain how the respiratory system functions to supply the body with oxygen and remove carbon dioxide. 3 Compare and graph individual lung capacities.	1 Using models, charts or diagrams, identify the main parts of the respiratory system (trachea, bronchi, bronchioles, air sacs, lungs). 2 Have the children draw the respiratory system and describe in their own words how it functions. 3 Have children check individual lung capacities. Compare and graph the results. Experiment 1: Force air from a water-filled quart jar inverted over water in an aquarium. Place the ends of a clean plastic tube in the inverted jar and the child's mouth. The child takes a deep breath and exhales into the tube, forcing water out of the jar, and then clamps the mouth-end of the tube shut. Experiment 2: Measure the greatest distance in inches from which a child can blow out a match.	1 "The Mechanics of Life - Breathing and Respiration," a UNL Media Center film. 2 Refer to Appendix C for materials available from the American Lung Association.

Concept	Instructional Objective	Suggested Activities	Media Resources
9 The circulatory system transports supplies such as food, oxygen and waste products throughout the body.	The student should be able to: 1 List and identify at least three main parts of the circulatory system. 2 Describe the functions of each of these three main parts. 3 Explain how the circulatory system functions to bring food and oxygen to the cells and to remove waste.	1 Construct and label a diagram of the circulatory system (heart, veins, arteries, capillaries, red and white blood cells). 2 Make the following comparisons: a) Heart/a pump; b) Blood vessels/a pipeline; c) Red blood cells/oxygen trucks; d) White blood cells/soldiers fighting disease. 3 Demonstrate the interrelationship of the respiratory, digestive and excretory system with the circulatory system. Have the students "walk through" the body, carrying cards indicating that they are "blood," "food," "oxygen" or "waste." As the blood flows to each cell, food and oxygen are exchanged for waste products (solid, liquid or gasses). The liquid and gaseous wastes re-enter the blood and are either carried to the kidneys or back to the lungs to be eliminated.	1 "The Heart and How it Works," a Nebraska Department of Health film. 2 "The Mechanics of Life - Blood and Circulation," a UNL Media Center film.

Concept	Instructional Objective	Suggested Activities	Media Resources
10 The digestive system changes food into usable form for the body cells.	The student should be able to: 1 Identify at least three main parts of the digestive system. 2 Describe the function of each of the three parts. 3 Describe what happens to a piece of food from the time it enters the mouth until it is taken in by the cells.	1 Draw and label the digestive tract or construct a model of the digestive tract. 2 Have the children recall what they've eaten for the meal just previous to the lesson. Have them describe in their own words what happens to the food after it enters the mouth (the teeth mash it, saliva starts the break-down process, it is swallowed and moves through the esophagus to the stomach where muscles and juices break the food into smaller particles; finally it passes into the small intestine where the food is in a small enough form to pass through the intestine wall into the bloodstream where it is carried to the cells.) 3 Pour a heavy liquid through a cloth to demonstrate how food passes from the small intestine into the bloodstream. 4 Just after lunch or snack have the children listen to their stomachs through a stethoscope. A simple one can be made from a funnel, a plastic Y-tube and tubing.	1 "The Mechanics of Life - Digestion and Food," a UNL Media Center film. 2 "Exploring Your Growth," a Nebraska Department of Health film. 3 Transparency master in Appendix B: the digestive system. (See p. 137.)

Concept	Instructional Objective	Suggested Activities	Media Resources
11 The excretory system performs the elimination of waste, liquids, solids and gases.	The student should be able to: 1 Identify at least two major parts of the excretory system. 2 Explain the functions of each of the two parts. 3 Describe how solids, liquids and gasses are eliminated by the body.	1 Make a color chart of the excretory system and label kidneys, bladder and large intestine. 2 Using filter paper and dirty water demonstrate how the kidneys filter blood. Explain that this dirt (urine) is carried to the bladder which holds approximately one cup and when it is full people need to go to the bathroom. 3 Demonstrate how certain parts of food are difficult to digest by blending apples, corn, celery, lettuce. Explain that the undigested waste is then carried from the small intestine to the large intestine where it is stored until a bowel movement rids the body of this waste. 4 Trace oxygen as it is carried through the body to the cells. In the cells it is used to burn the food (fuel) for energy. The waste product of this is carbon dioxide which is carried by the blood to the lungs and is elminated through exhaling.	1 "Getting Rid of Waste," ITV lesson. (See Appendix A, p. 91.)

Keeping Your Body Fit

This unit deals with the health concern of physical fitness. Many factors contribute to physical fitness but the most basic are physical activity, adequate rest and proper nutrition.

Physical activity is most obviously related to physical health because it helps to develop strength and flexibility. However, it also has a strong influence on mental and social health. Adequate amounts of rest are especially important for the growing child. Most 3-4 students need 10 to 12 hours of sleep each night to meet the demands of their fast-moving day. Proper nutrition is essential. All the nutrients needed for growth and development are available through food. Thus, this unit presents the "Big Three," in an effort to make the learner aware of their importance to physical, mental and social health.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 Physical activity develops strength, flexibility and general good health.	The student should be able to: 1 Give at least two examples of physical activity. (Students should include activities such as roller skating, square dancing, etc. as well as exercise and competitive-type games.) 2 Identify at least two benefits derived from physical activity.	1 Have children volunteer to demonstrate good indoor exercises. Teach them to the whole class. 2 Examine "recess" activities in your school. Does everyone participate? Why is there recess? 3 Have the students participate in the following situation: The physical educator has put you in charge of a group of first graders. You are to teach them how to do simple exercises. One first grader wants to know why before doing the exercises. What are the two best answers you can give? (Suggested answers include increased coordination, speed, endurance, posture, strength, helping to make friends.) 4 Report on the effects of moderate and vigorous exercise on the cardio-vascular system. Consider efficiency, contraction rate, recovery, air intake.	1 "Physical Fitness and Good Health," a Nebraska Department of Health film. 2 "Because It's Fun" and "Can Do/Can't Do," ITV lessons. (See Appendix A, p. 92 and 93.)

Concept	Instructional Objective	Suggested Activities	Media Resources
2 Physical fitness includes health practices other than exercise.	The student should be able to: 1 Identify at least three examples of health practices that help to promote physical fitness. 2 Select one practice and explain in detail its effect on the body system.	1 Make a list of health practices necessary for good physical fitness: a) correction of defects; b) avoidance of injury and disease; c) proper nutrition; d) proper habits of sleep and rest; e) proper use of drugs (smoking and alcohol). 2 Invite a doctor to class to discuss the relationship of lung cancer and other chronic diseases to smoking habits. 3 Ask the school's coach or physical educator to explain how proper diet and rest help to insure top performance. 4 Have the children design posters campaigning for positive health practices. The students can write jingles or slogans to go with these.	1 "It All Adds Up to Fitness," ITV lesson. (See Appendix A, p. 94.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Diet is influenced by numerous hereditary and environmental conditions.	The student should be able to: 1 Identify three influences which cause people to select a particular food. 2 Give at least one reason why a particular influence might not be good (the influence might be selected from a list). 3 Describe how cultural background influences selection of foods.	1 As a class, make a list of things which influence the kinds of food people eat. Include such influences as a desire for good health, good taste, family eating patterns, availability, cost, advertising, friends. 2 The following sometimes influences people to buy food: advertising: friends, cost, taste. Why might these not be good influences? 3 Divide the class into groups. Assign each group either a certain area of the U.S. or a foreign country. Have students identify the foods traditional to that area. Make posters illustrating the food and any other interesting customs indicative of the area. Examples: Southern U.S. – Fried chicken, pecan pie, jambalaya. Mexico – chili, taco, tamales. Italy – pizza, spaghetti, lasagne.	1 "Food and Tradition Around the World," ITV lesson. (See Appendix A, p. 95.)

Concept	Instructional Objective	Suggested Activities	Media Resources
4 All nutrients needed for growth and development are available through food.	The student should be able to: 1 Identify at least four of the six nutrients that are needed for proper growth and development. 2 Explain the functions of at least two of the above-mentioned nutrients. 3 Match pictures of a variety of foods with the nutrients they supply.	1 Make posters of each of the six main nutrients that are supplied through food. Include the name of the nutrient, its function and foods that supply the nutrient. **protein** – growth and repair – red meats, fish, eggs, beans, peanut butter, cheese, milk. **carbohydrate** – heat and energy – bread, cereal, fruit, noodles **fat** – heat and energy – fatty meats, butter **minerals (calcium, iron)** – regulation of body processes – most fruits and vegetables **vitamins** – regulation of body processes – all liquids **water** 2 Using pictures of a variety of foods, have the children identify as many nutrients as they can that these foods supply.	1 "Big Dinner Table" and "You and Your Foods," Nebraska Department of Health films. 2 Refer to Appendix C for materials available from the Nebraska Department of Health.

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Discriminate selection of foods is essential for a balanced diet.	The student should be able to: 1 Name the basic four food groups. 2 Give the number of servings from each group required for a well-balanced diet daily. 3 Classify a variety of foods according to the four basic food groups. 4 Plan a well-balanced meal according to the four food groups.	1 Make posters illustrating the four basic food groups and the number of servings from each required each day: milk group – three servings; meat group – two servings; fruit and vegetable group – four servings; bread and cereal – four servings. 2 Draw a circle on a large piece of paper and divide it into four sections. Label the sections according to the four food groups. Have each of the children bring to class an item of food (the teacher also should supply a wide variety of food). Have each student place his food item on the circle within the appropriate food group section. 3 Collect menus from the cafeteria and evaluate them for their "basic four" contributions. 4 Have each student plan a well-balanced meal (it should include at least one serving from each of the basic four).	1 "Nutritional Needs of our Bodies," a Nebraska Department of Health film. 2 "Food: The Story of a Peanut Butter Sandwich," a UNL Media Center film. 3 "Charlie and the Basic Food Groups," ITV lesson. (See Appendix A, p. 96.)

Concept	Instructional Objective	Suggested Activities	Media Resources
6 One's feelings and emotions may affect the digestion of food.	The student should be able to: 1 Identify at least three examples of feelings or emotions that can affect digestion. 2 Select one of these feelings and describe its effect on digestion and the mealtime atmosphere. 3 Demonstrate ways to make mealtime a more pleasant experience.	1 Make a list of feelings or emotions that can affect digestion of food. 2 Present the following situations; have groups of students act out the situations and their solution: a) A student quarreled with his best friend before he ate lunch; b) A student broke a window before dinner; c) A student would be leaving on a vacation with the family right after the meal; d) A student's parent was working so the student was eating alone. Following the dramas discuss the situations and the solutions presented. Ask the class for any alternate solutions. Discuss which situations could have been avoided or modified. 3 Develop craft ideas that can be used to make interesting table decorations to make mealtime a more pleasant experience. Ideas include: a candle in a styrofoam base surrounded by flowers (artificial or real), fruit in a bowl, nut cups, fruit bowls, colored place cards, paper or yarn flowers. 4 Discuss other ways to make mealtime more pleasurable. These may include music and establishment of ground rules such as no arguing during dinner.	1 "Your Feelings at Mealtime," ITV lesson. (See Appendix A, p. 97.)

Families Work and Grow Together	This unit provides opportunities for students to explore the family as the basic unit of society. As such, it provides for the individual's mental, physical and social health needs. A frame of reference is given which relates the importance of the family in culture, the relationship of the family members to each other and the responsibility each member has to the others and to the family as a whole.	The family is still of great importance and influence to the student at this level. With these learnings, the student should be given opportunities to develop attitudes, knowledge and skills which will enable him/her to contribute effectively to current and future family life.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 Family patterns differ.	The student should be able to: 1 Compare examples of how families differ in structure and functions. 2 Compare family patterns in other countries with those in America. 3 Compare the family patterns in earlier times with those of the present-day family.	1 Answer the questions "What is a family?" and "What do families do?" 2 Discuss: Are all the families of the students in the class alike? How many families have two persons? Three persons? Include grandparents? Aunts? Uncles? Are pets like members of the family? 3 Present a "children from different countries" unit. Set aside a day to present the Mexican family, Japanese family, etc. Have the children bring in any appropriate items from these countries that they might have in their homes. Invite parents to the classroom who have traveled or lived elsewhere and have them talk about their experiences. 4 Have a pioneer day. Present a play depicting a pioneer family.	1 "Families," a Nebraska Department of Health film.

Concept	Instructional Objective	Suggested Activities	Media Resources
2 The independent nature of family living patterns requires that each member develop a sense of responsibility.	The student should be able to: 1 Specify at least two responsibilities he/she has as a family member (carry out assigned duties, help other members). 2 Specify at least two ways that fathers, mothers, brothers, sisters, grandparents and relatives help each other.	1 Make posters illustrating responsibilities that people have as members of a family. 2 Have the children share true experiences of home tasks and prepare a wall chart depicting these home responsibilities. 3 Have the student select at least one member of the immediate family (mother, father, siblings, grandparents) and write a paragraph describing all the things that this family member does for the student. The student should also write a second paragraph telling all the things that the student, in turn, does for the family member.	1 "I Want To," ITV lesson. (See Appendix A, p. 98.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Family unity and pride develop through individual contributions and interaction.	The student should be able to: 1 Give examples of the individual contributions that he/she makes to the family. 2 Explain how the special interests of each family member contribute to the whole family. 3 Explain the need for verbal communication in developing family unity and pride.	1 Encourage participation in home activities. Establish ways in which each child can take part. Solicit cooperation of the home. 2 Provide an opportunity for the pupils to discuss highlights in family life: honors won by family members and anniversaries or birthdays celebrated at home. 3 Discuss: How does it feel to work together on a family project? How does it feel to have a family member with a special talent? 4 Divide the class into groups of three or four students. Bring in seven or eight puzzles and select a puzzle for each group. Give the following instructions to the groups: a) You are to assemble the puzzle; b) You will be timed; c) There is to be no talking among the group members while assembling the puzzle. Keep a record of the time it takes each group to finish its puzzle. Exchange the puzzles so each group has a different one. Give the same directions as before, except talking is permitted this time. Following the activity, note the difference in time. In most cases the time should be less when talking is allowed. Discuss why this is true. How did students feel when they were working in a group but couldn't talk? Did they feel differently when talking was allowed?	1 "Family Teamwork and You," a Nebraska Department of Health film.

Concept	Instructional Objective	Suggested Activities	Media Resources
4 Changes that occur in daily living affect family life.	The student should be able to: 1 Give at least three examples of changes that occur which affect family living (new members, deaths, moving, illness, divorce, loss or change of jobs). 2 Describe the feelings brought about by these sudden changes. 3 Demonstrate ways that family members help each other during these times of change.	1 Have the children relate examples of their own experiences with the sudden changes and crises that occur in daily living. (Note: Of special interest and concern to children is death and dying, whether that of a person or a pet.) 2 Ask the students to use puppets, marionettes or dolls to role play their feels and ideas concerning: a) New member in the family; b) Death; c) Moving; d) Illness; e) Divorce; f) Loss or change of jobs. 3 Role play one of the above crisis situations and demonstrate ways that family members help each other.	1 "In My Memory," and "Lost is a Feeling," ITV lessons. (See Appendix A, p. 99 and 100.)

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Family problems can often be solved when all family members work together as a unit.	The student should be able to: 1 Give at least three examples of family problems (disputes over family responsibilities, discipline problems, sibling rivalry). 2 Identify at least one way that families can help solve these problems (family conferences, allowing each member his say, role playing).	1 Have the children bring to class different types of family problems. Stress that these may be personal problems, problems of brothers or sisters, or problems of their friends. 2 Suggest that the students construct a complaint or problem-solving box for use at home. (Use a shoe or cigar box.) The family members can drop in their problems. Families can set aside a few minutes each week to have a discussion concerning these problems. 3 Suggest that the students and their families set aside certain times when all family members make a special effort to do or say something nice to each other. At the end of the appointed time period, the families can discuss how each felt while giving and receiving the compliments.	1 "Problems, Problems, Problems, Problems," ITV lesson. (See Appendix A, p. 101.)

Concept	Instructional Objective	Suggested Activities	Media Resources
6 Living things produce their own kinds. Each parent contributes something to its offspring.	The student should be able to: 1 Identify different ways living things reproduce themselves from a fertilized egg (plants come from seeds, some animals reproduce from eggs fertilized outside the mother's body, others from eggs fertilized inside the body). 2 Indicate in various pictures the location of the eggs' growth and development (i.e. inside or outside the parent). 3 Explain that each parent contributes to its offspring genetically and socially. 4 Describe at least one way he/she is like his/her parents and one way he/she is unlike his/her parents (eye color, hair color, shape of face, temperment).	1 Show a series of diagrams or pictures of various animals and plants. Identify those which develop from a seed (plants) and those which develop from an egg (animals) either inside or outside the mother's body. 2 Using pictures of various animals (such as a fish, chicken, dog, cat and human), indicate in the picture the location of the eggs' growth and development. 3 Have the children bring to school pictures of their own families. Observe the ways they are like their mother, father, aunt, uncle, grandparent. 4 Have the children write or illustrate the following: a) How I am like my mother/father; b) How I am unlike my mother/father. 5 Help the children make a heredity chart of their families, tracing some special characteristic such as hair color, eye color, curly hair.	1 "The Day Life Begins," "Fertilization and Birth," "Human and Animal Beginnings," and "Wonder of Reproduction," Nebraska Department of Health films.

Our Feelings and Emotions

This unit covers the broad area of mental health education. Sound mental health is not a separate concern and cannot be taught as such. Rather, it is but one aspect of total health and cannot be considered apart from physical and social well-being. What a person esteems himself or herself to be affects and is affected by both of the above.

The self-concept of the 3-4 student is becoming more stable. He/she is able to put himself or herself in the place of others and is ready and anxious to accept responsibility. The concepts at this level are directed toward the individual, how he/she feels about himself or herself, how he/she handles emotions and responsibilities, and the need to accept the individual differences in others.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 Emotions such as fear, love, hate and jealousy have a variety of expressions.	The student should be able to: 1 Draw pictures which illustrate fear, love, hate and jealousy. 2 Give an example of something he/she fears, loves and hates. 3 Demonstrate a situation which expresses jealousy. 4 Give an example of acceptable outlets for "pent-up" emotions such as anger and jealousy.	1 Compile a group of pictures showing anger, sadness, hate, love, joy. Develop stories which could relate to the pictures, offering suggestions about why each emotion is expressed. 2 Have the students illustrate things they love: a pet, a bicycle, a favorite food. 3 List things which cause fear such as illness, tornado, war, darkness. Talk about why these fears develop. 4 In a role play situation (older sibling got to stay up late and you didn't), demonstrate how students might react to the emotion of jealousy. 5 Discuss the use of physical activities such as kicking a ball, riding a bike or taking a walk to help relieve frustration. Children might also use clay to model the subject of their anger or paint a mean picture which expresses their anger. Stress that these are much more acceptable releases than hitting someone, calling names or breaking something.	1 "We All Have Emotions," ITV lesson. (See Appendix A, p. 102.) 2 Transparency masters in Appendix B: problem-solving poems. (See p. 138-141.)

Concept	Instructional Objective	Suggested Activities	Media Resources
2 Everyone has certain gifts, and using these gifts wisely can be very satisfying.	The student should be able to: 1 Give at least one example of a person or character that he/she admires. 2 Describe the special gifts or abilities of this admired person or character. 3 Give at least one example of one of his/her special gifts or abilities (special talents, interests, hobbies, activities). 4 Tell how he/she could use this special gift or ability for the enjoyment or benefit of others.	1 Ask each student to name or draw a picture of a person that he/she admires. This can be a person, a TV or movie character or a cartoon figure. Have the children tell why that person or character is a favorite. Ask students to describe their abilities or special gifts. 2 Set aside a special time for each child to present (orally or through demonstration) his/her special gift or ability. This includes any special talent, interest, hobby, sport or activity. 3 Ask each student to create an ad for his/her favorite sport, hobby, talent, interest or academic achievement. Each student presents the ad to the class. If someone "buys" it, the student can teach it to the "purchaser."	1 "You Are Special," ITV lesson. (See Appendix A, p. 103.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Differences in people require respect and understanding.	The student should be able to: 1 Give at least three examples of ways that people differ. (Family structure, likes and dislikes, physical appearance, disabilities, religion, culture and customs.) 2 Demonstrate how it might feel to be different from others in terms of religious beliefs, race, culture or customs. 3 Give an example of ways that people judge others by appearance only. 4 Give an example of a problem that might arise from judging by appearances only.	1 Pass out a dittoed sheet with six empty squares. Ask six questions and have the children write answers in the squares. Children should put the paper on their shirts and circulate around the room trying to find others with the same responses. Discuss the differences. The questions: Number of brothers Date of birth Favorite color Number of sisters Favorite activity Pets you have or would like to have. 2 In a role-play situation, dramatize feelings involved with being different from others in terms of religion, race, culture or customs. 3 Prepare several containers of gelatin, all unflavored. Color each container of gelatin differently to suggest common flavors. Line the containers and a ballot box on the table. Each student chooses one container, tastes its contents, writes down a guess about its flavor and deposits his guess in the ballot box. The teacher then discloses that all containers of gelatin are unflavored. Discuss how we judge things by their appearance. Extend discussion to include people. Ask students to consider the fairness of judging people by their appearances and to consider the problems that might result. Conclude with the observation that all people are different, that each person deserves to be respected as a unique individual and that appearances are not a reliable method of judgment.	1 "Same But Different," a UNL Media Center film. 2 "Donna," ITV lesson. (See Appendix A, p. 104.)

Concept	Instructional Objective	Suggested Activities	Media Resources
4 Consideration for others is a healthy "growing up" sign.	The student should be able to: 1 Identify at least two behaviors that could produce hurt feelings in others. 2 Demonstrate how one can help ease the hurt feelings of others. 3 Give at least two examples of characteristics which help in making friends (courtesy, honesty, loyalty).	1 As a group, discuss the ways people sometimes hurt others (e.g. laughing at them, talking behind their backs, not including them in a group). 2 Role play a variety of responses to the following situations (demonstrate examples of responses which show consideration for others): a) Susan was having a birthday party. She invited every girl in the class except Laura and Sandy. Laura and Sandy saw Susan giving the invitations to the other girls. What might Laura and Sandy do? b) Sara's mother spent a lot of time making a new kind of food for supper. After the family started eating, Billy said he didn't like the food. What might you do if you were Billy's mother, brother or sister? 3 Ask each student to write a want ad describing the characteristics desired in a friend, including honesty, loyalty and courtesy. After students have completed the assignment, ask them if they would hire themselves for the position.	1 "The Selfish Giant," a UNL Media Center film. 2 Refer to Appendix C for materials available from the Nebraska Department of Public Institutions.

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Development of desirable habits contributes to mental health.	The student should be able to: 1 Identify at least one of his/her habits. 2 Identify ways to learn good habits. 3 Give an example of how to change a bad habit.	1 With the class, define the word "habit," indicating both positive and negative meaning. Students can give examples of habits of others that are annoying without mentioning anyone's name. Ask students to question their own family and friends to identify his/her own habits, positive and negative. Students can then indicate in writing or orally: a) If they were aware of the identified habits; b) How the habit began; c) If they would like to try to change any habits. 2 Have each student identify one habit he/she would like to change or develop as a project (e.g. study habits, eating habits). Ask for two students to volunteer to discuss their projects; the class can help the two students work out plans for the projects. Evaluate the progress of the project after one month.	1 Refer to Appendix C for materials available from the Nebraska Department of Institutions.

Concept	Instructional Objective	Suggested Activities	Media Resources
6 With growth, development and the desire for independence also comes the need for acceptance of responsibility.	The student should be able to: 1 Give an example of a responsibility that is required of him/her at home and at school. 2 Give an example of a responsibility he/she would like to have at home and at school. 3 Identify at least one way of attaining increased responsibilities.	1 Help the children make lists of all the activities they consider their responsibility at home and at school. 2 Ask each child to develop a plan to do the thing he/she most wants to do. The plan is to convince parents or teachers that he/she is ready to accept the responsibility and proceed independently.	1 "The Social Side of Health," a Nebraska Department of Health film. 2 "Must I/May I," and "Yes I can," ITV lessons. (See Appendix A, p. 105 and 106.)

Chemical Substances Can Help Us and/or Harm Us

This unit deals with drug education. A drug is defined as any substance, with the exception of food, which affects the mind or body. This includes many products -- from life-saving antibiotics to the caffeine found in coffee and soft drinks to the illegal drugs.

The material is presented to make students aware that drugs are an integral part of modern society. The decision whether to use or misuse drugs is a personal decision. The concepts in this unit are directed toward giving students accurate information about the dangers involved in drug misuse and toward making them aware of the many factors that influence such decisions.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 The development of many chemicals has partly increased man's life span.	The student should be able to: 1 Give at least three examples of the positive use of chemical substances (to control or cure illness and to prevent disease). 2 Give an example of a disease that is now under control in the United States because of the development of chemicals (polio, measles, smallpox). 3 Identify at least two chemical substances which when properly used are of benefit to people (aspirin, vitamins, penicillin).	1 The positive use of drugs falls into three categories: **Control.** Control a particular condition or pain with aspirin, insulin, etc. **Cure.** Antibiotics and penicillin are used to cure illness. **Prevention.** Drugs are used to prevent disease; for example, measles and polio vaccination. Ask each student to identify a time when he/she has used drugs for the above reasons. 2 Ask for parental assistance with this activity. Ask the students to make a list of the drugs or medicines in their home. Note what each medicine is used for. How does each medicine help the family?	1 "Chemicals Control, Cure and Prevent," ITV lesson. (See Appendix A, p. 107.)

Concept	Instructional Objective	Suggested Activities	Media Resources
2 Cigarette smoking is harmful to the body.	The student should be able to: 1 Identify at least one body part (organ) which is affected by cigarette smoking. 2 Identify at least one of the systems which is affected by cigarette smoking. 3 Give at least one example of a disease which is linked to long-term tobacco use. 4 Give at least one example of how smoking affects the functioning of the body (shortness of breath, loss of appetite, increase of heart rate).	1 Use a model to illustrate the collection of tar in the lungs because of cigarette smoking. "Smoking Sam" is available from volunteer agencies such as the American Cancer Society, the Lung Association, UNL and UNO. If "Smoking Sam" is not available, perform a similar demonstration by simply blowing smoke from a cigarette through a piece of tissue paper. 2 Using models or illustrations, explain the effect of smoking on the following: a) Air sacs in the lungs; b) Heart rate; c) Breathing rate.	1 "Cigarette Smoking – Why?", ITV lesson. (See Appendix A, p. 108.) 2 Refer to Appendix C for materials available from the American Cancer Society and the Lung Association.

Concept	Instructional Objective	Suggested Activities	Media Resources
3 People smoke or refrain from smoking for a variety of reasons.	The student should be able to: 1 Identify at least two reasons why some people refrain from smoking (cost, health, fire hazard). 2 Give at least two examples of psychological reasons why some people begin smoking (thrill seeking, curiosity, peer pressure, desire to experiment, sophistication). 3 Conduct a smoking survey.	1 Discuss the many reasons that people give for not smoking. These include such reasons as health reasons, cost, possible fire hazards. 2 Calculate the cost of cigarettes. An average smoker goes through one package of cigarettes a day. If cigarettes cost $.50 a package, what is the amount of money spent each week? Each month? In a year's time? In 20 years? 3 As a class, consider the reasons why one might begin smoking. Ask for class volunteers (four or five students) and take these individuals aside and identify the various reasons such as sophistication, peer pressure, curiosity, wanting to experiment and thrill seeking. Bring these "smokers" back into the classroom and have the remainder of the class question them about why they started and/or continue to smoke. 4 Survey adults (parents, teachers) about their attitudes on smoking: a) Do you think smoking is harmful? b) Do you approve of young people smoking? c) Do you think you could stop smoking? d) Have you ever smoked and then tried to stop? What was the result? e) Do you wish you had never started smoking?	1 "Be Smart – Don't Start" and "Smoking – It's Your Choice," Nebraska Department of Health films. 2 "Cigarette Smoking – Why?", ITV lesson. (See Appendix A, p. 108.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
4 Smoking advertisements affect both youth and adults in many ways.	The student should be able to: 1 Identify the various sources of advertisements (newspapers, magazines, radio, television, bill boards). 2 Select a magazine or newspaper ad and identify its appeal to the audience. 3 Select a magazine or newspaper ad and identify one of the claims it makes.	1 Have the children keep a list of all the products they see advertised on television or radio. List the advertisements that appear over two or three days' time. After completing the list discuss the following: Which ad did you like the best and which ad did you like the least? Why? 2 Most advertisements attempt to appeal to a particular type of person. They do this by various methods such as: a) Buy this product because everyone else does; b) Buy this product and be your own person; c) Buy this product and show how much you care about others. Have the students select an ad and identify its appeal to youth and adults. 3 Most advertisements also make various claims, such as: a) Buy this toothpaste and have 50 per cent fewer cavities! b) Buy this perfume and become a new, popular you! c) This product relieves headaches faster than any other available products! Have each student select an ad and identify the claims it makes.	1 "Cigarette Smoking – Why?," ITV lesson. (See Appendix A, p. 108.)

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Alcohol is used in many different ways in society.	The student should be able to: 1 Cite at least one example of a medical use for alcohol (cough medicine, rubbing alcohol, disinfectant). 2 Cite at least one example of an industrial use for alcohol (preservative, antifreeze).	In addition to its use as a beverage, alcohol is an ingredient in a large variety of food, pharmaceutical and industrial products. These include: vanilla extract – 30 per cent alcohol and cough medicine – 10 to 25 per cent alcohol. There are other products that contain alcohol that should never be taken internally. These include: hair tonics – 70 per cent; shaving lotions – 35 per cent; and rubbing alcohol – 70 per cent. Products containing alcohol which are intended for external use are always labeled "For External Use Only." These products are useful for their intended purposes but must not be taken internally. 1 Make posters illustrating the non-beverage uses of alcohol. 2 As a class, discuss the important personal uses of products containing alcohol.	1 "Alcohol as a Non-beverage," ITV lesson. (See Appendix A, p. 109.)

Concept	Instructional Objective	Suggested Activities	Media Resources
6 The effects of alcohol on the body vary according to the individual.	The student should be able to: 1 Identify at least two examples of the effect of alcohol on personality. (Acting silly, becoming depressed, doing foolish things.) 2 Give at least two examples of the effect of alcohol on physical condition (depressed heartbeat, coordination loss, cell damage). 3 Give at least two examples of the problems that can arise from the use of alcohol. (Fifty per cent of all fatal traffic accidents are directly attributable to alcohol; it leads to dependency, it can be a financial burden).	1 When alcohol is consumed, the most noticeable effects are on the part of the brain that controls judgment and thought. In affecting this area, alcohol interrupts ability to understand, remember and make decisions. With this in mind, discuss the effects of alcohol: a) On personality; b) In sports; c) In driving a car; d) In occupational skills.	1 "Alcohol – Why?," ITV lesson. (See Appendix A, p. 110.) 2 Refer to Appendix C for materials available from the Nebraska Department of Health.

Concept	Instructional Objective	Suggested Activities	Media Resources
7 People drink alcohol for many reasons.	The student should be able to: 1 Identify at least two reasons why people drink (experimentation, peer influence, to be part of the group, to escape, for relaxation). 2 Select the one reason that he/she feels is most responsibile for drinking among young people.	1 A person dependent on alcohol is called an alcoholic. Why some people who drink become alcoholics and others do not is not known. Ask the class to identify reasons that cause people to begin drinking. 2 Ask the class to describe an alcoholic. What does he/she look like? How does he/she dress? What type of work does he/she do? How is his/her family affected by his/her drinking? How does he/she feel about himself/herself? 3 Peer pressure to be an accepted part of a group has a very strong influence for this age level. Set up a role play such as: Chris and Ricky are spending a rainy day at Chris' home. They play checkers and other games. Now they are bored. "Hey," Chris says, "I know where there is some beer. Do you want some?" a) What should Ricky do? b) What would you do? Why?	1 "Alcohol – Why?", ITV lesson. (See Appendix A, p. 110.)

Concept	Instructional Objective	Suggested Activities	Media Resources
8 Social drinking is acceptable in many societies.	The student should be able to: 1 Define social or moderate drinking. 2 Identify the uses of alcohol on special occasions (meals, holidays, celebrations, religious purposes, cooking). 3 Conduct a survey (including pupils and adults) about whether moderate drinking is right or wrong.	1 Ask the students to tell a story about a person who is considered a moderate or social drinker. What does he/she look like? What is his/her job? What are his/her favorite activities? How much does he/she drink? How does he/she act after drinking? 2 Have the students in groups of four or five investigate and then report (orally or in written form) on the use of alcohol: a) In ancient societies; b) In American history; c) On special occasions; d) For religious purposes.	1 "Alcohol – Why?," ITV lesson. (See Appendix A, p. 110.)

Concept	Instructional Objective	Suggested Activities	Media Resources
9 Under certain circumstances, following the crowd can be dangerous.	The student should be able to: 1 Describe an example of a "dare." 2 Describe possible dangers that can result from "taking a dare." 3 Demonstrate a situation in which a student is urged by his peers to participate in a potentially dangerous situation. 4 Relate his/her feelings in the above situation. 5 Present all the possible alternatives the student has in the above situation.	1 Have the children describe or draw pictures of times that he/she has been "dared" or challenged to do something. 2 Have the children describe a dare that is potentially dangerous. Be sure they list all the dangers involved. 3 Set up a role play of a potentially dangerous situation, such as a glue-sniffing party. One student is being urged by the others to try it. They tell him how great it is and he must join in order to be part of the group. Relate the feelings the newcomer is experiencing (fear of not being accepted, fear of being called a sissy, his own curiosity). Present all the alternatives the student has: a) He may sniff the glue; b) He may not sniff, but stay and observe the others; c) He may get up and leave the group entirely. d) He may try to talk the others out of it by explaining the dangers.	1 "I Dare You," ITV lesson. (See Appendix A, p. 111.) 2 Refer to Appendix C for materials available from the Nebraska Department of Health.

Safety Is Everyone's Concern

This unit focuses on home, school and community safety. The safety concepts that were introduced at the K-2 level are reinforced and additional concepts dealing with bicycle and recreational safety are introduced.

The material presented in this unit recognizes that attitudes and values guide behavior and lead one into or away from a hazardous situation. Safe living involves the development and use of safety precautions while recognizing the inevitability and appeal of risk taking.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 Everyone shares responsibility in the prevention of accidents at school and in the community.	The student should be able to: 1 Name at least three community workers concerned with accident prevention. 2 Match community workers with their accident prevention methods. 3 State at least three rules concerning playground safety. 4 Identify at least three possible school accident situations. 5 Relate at least five prevention practices in the school building.	1 Make posters illustrating various community workers and their functions. 2 Match the job title of various community workers with what they do to make you safe: a) Policeman b) Fireman c) Salt truck driver d) Doctor e) Teacher 1) Helps stop fires 2) Keeps roads safe 3) Directs traffic 4) Teaches first aid 5) Provides emergency care 3 Organize a "clean up the playground" period to remove hazards and objects. 4 While at recess, demonstrate appropriate behavior while using playground or gymnasium equipment. 5 As a class, develop a set of rules for classroom and school safety. Include rules that are already established, such as: walk, don't run in the halls; no pushing or shoving at the drinking fountain; etc. In addition, develop special rules which pertain just to the classroom or school building.	

Concept	Instructional Objective	Suggested Activities	Media Resources
2 Traffic and pedestrian safety involves knowledge and responsible action.	The student should be able to: 1 Give at least two safety precautions which should be observed when riding in a motor vehicle. 2 Explain the practices and procedures necessary to bus safety. 3 Simulate walking to and from school in a role-play situation, and to state or list actual and potential dangers which might be encountered and how to avoid these hazards.	1 Set up desks to simulate a passenger car. Demonstrate safety precautions which should be observed when riding in a motor vehicle (use seat belts and harness, don't play with door handles, don't distract the driver). 2 Add more desks and set up a bus situation. A volunteer student has been hired as a school bus driver. He/she must make up the safety rules for the children on the bus and then tell these rules to the children. 3 Have the children simulate walking to and from school and relate the dangers which might be encountered. (The student should explain how the use of curbs, crosswalks, safety patrol guards, traffic lights, signs and signals help prevent accidents. In addition, students should be made aware of the dangers of child molestation -- accepting rides from strangers.)	1 "A to Z of Walking Safety," a Nebraska Department of Health film. 2 "Riding and Walking Safely," ITV lesson. (See Appendix A, p. 112.) 3 Transparency master in Appendix B: traffic signs. (See p. 142.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Preparedness helps to develop appropriate response to hazardous and emergency situations.	The student should be able to: 1 Describe the procedures to be followed in case of an emergency. 2 Prepare a list of items most appropriate for an emergency situation. 3 Dramatize the role of a civil defense worker who is giving aid during a disaster.	1 Make a bulletin board display of emergency conditions and illustrate the procedures to be followed in each case. Such conditions might include traffic or pedestrian accidents, falls, burns, possible drownings. 2 Set up a disaster emergency situation such as tornado, flood, explosion, bomb scare, nuclear attack. Divide the class into groups and decide what supplies are needed (food, clothes, medicines and equipment) for a prolonged stay. 3 Role play various people and their responsibilities in the situation in 2. Establish needed rules and procedures to help protect the health and safety of everyone involved.	1 "Taking Care of You," ITV lesson. (See Appendix A, p. 113.)

Concept	Instructional Objective	Suggested Activities	Media Resources
4 Fire safety is a civic and individual responsibility.	The student should be able to: 1 Give at least three examples of fire safety rules. 2 Describe the procedures to be followed in case of a fire at home. 3 Describes the procedures to be followed in case of a fire at school.	1 Make posters illustrating general fire safety rules (e.g. avoid panic, take your turn, know where the exits are, know how to use a fire escape, know how to get help – fire department, police, neighbor). 2 Have each student draw a simple floor plan of his/her home. The teacher can then specify the location of a fire and the student can describe procedures to follow to exit safely. 3 Have the children dramatize what to do in the following situations relating to a school fire: a) You are the first to discover a fire; b) The normal stairways are blocked by fire; c) You are in charge of leading the evacuation procedure.	1 "Donald's Fire Survival Plan" and "I'm No Fool With Fire," Nebraska Department of Health films. 2 "Fire – Be Prepared," ITV lesson. (See Appendix A, p. 114.)

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Most home accidents can be prevented.	The student should be able to: 1 Identify the major hazard involved when given a list of potential home accident situations. 2 Identify at least three actual or potential hazards in his/her home (falls, poisoning, electrical shock, cuts). 3 Describe at least one method or procedure to prevent and control the problems identified in objective 2.	1 Make a list of situations in the home that might be dangerous. Have the students describe one hazard which could cause a dangerous situation. Such as: a) Playing with matches; b) Household cleaning fluid within easy reach of small children; c) Plastic bags from cleaners; d) Exposed wires in an electrical cord. 2 Give the students a checklist of potential situations in the home. Have them take the list home and (with the assistance of a parent) check three actual or potential hazards in the home. 3 Have the children role play a hazardous home situation and then present a method or procedure that would prevent or control the problem.	1 "Danger, Poison" and "How to Have an Accident at Home," Nebraska Department of Health Films. 2 "Home Health Hazards," ITV lesson. (See Appendix A, p. 115.)

Concept	Instructional Objective	Suggested Activities	Media Resources
6 Safe participation in sports and recreational activities requires the application of safety practices, knowledge and rules.	The student should be able to: 1 Name at least three rules and practices involving water safety. 2 Demonstrate at least three safety practices pertaining to sports activities. 3 Demonstrate how a hazardous situation which might be encountered in sports and recreational activities might be removed or avoided.	1 Make bulletin board displays or posters illustrating water safety practices such as: the buddy system, swimming only under supervision, know your limitations. 2 Have the students write rules or slogans concerning sports safety (e.g. baseball: "Be wise at bat and wear your safety hat," "If you let the bat fly, someone may cry"). 3 Dramatize a situation that is actually or potentially a hazardous situation. Then have the students act out ways that the problem may be corrected or avoided.	1 "Water is Fun," a Nebraska Department of Health film. 2 "Safety in the Sun," ITV lesson. (See Appendix A, p. 116.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
7 With bicycling pleasures come responsibilities.	The student should be able to: 1 Name or list at least three rules of bike safety. 2 Explain the need for a well-equipped bike. 3 Demonstrate how feelings or emotions can influence bicycling behavior.	1 Have the members of the local police department explain rules and regulations concerning equipment and operation of a bicycle. 2 Have a bicycle inspection at school to determine proper equipment, license and registration. 3 Plan a "bicycle rodeo" on a weekend. PTA, local police or service clubs could work together in the organization, conduct and judging. 4 Have the children keep a record of bicycle accidents and discuss how they could have been prevented. 5 Have the children role play examples of bicycling behavior in the following situations: a) You are late for supper and in a big hurry; b) You see a friend and are trying to get his attention; c) You are upset over being falsely accused by a teacher.	1 "Bicycle Safety Skills" and "One Got Fat," Nebraska Department of Health films. 2 "I'm No Fool with a Bicycle," a UNL Media Center film. 3 "Safety in the Sun," ITV lesson. (See Appendix A, p. 116.) 4 Refer to Appendix C for materials available from the Nebraska Department of Education.

The Community Is Concerned With the Environment

This unit presents the area of community health. The student at this level is becoming aware that he/she is a part of the world outside of home and school.

Concepts focus on the community problems of garbage disposal and protection of natural resources and the people who work in the community. This unit is presented to help the student realize that as a part of the community, he/she affects and is in turn affected by it.

Concept	Instructional Objective	Suggested Activities	Media Resources
1 The immediate surroundings, including the people in the surroundings, have an effect on people.	The student should be able to: 1 Explain how the surroundings (people, temperature, degree of brightness, noise level, odors) might affect performance of daily activities. 2 Explain how the surroundings might affect emotional condition. 3 Identify how people have affected their surroundings, both negatively and positively.	1 Have the children role play having a classroom assignment that must be done. How do they react to the following distractions: a) Ball game going on outdoors; b) Loud rock music coming from the next room; c) Raining outside; d) Younger brother talking to the student about his problems. 2 If possible, take a walk on a rainy day. Ask students to be aware of color and sound and of their feelings as they take the walk. 3 Take a walk in the neighborhood of the school. Let the children express, in any way, their pleasure at what they see. Have them make a list of those things they would like to preserve in their local area. 4 Also while walking, list those things that people have done to affect the environment. Include things that have done good and those that have been harmful.	1 "You Belong" and "Just One Place," ITV lessons. (See Appendix A, p. 117 and 118.)

Concept	Instructional Objective	Suggested Activities	Media Resources
2 Human life depends on air, water and food.	The student should be able to: 1 Describe the food chain. 2 Describe the carbon dioxide-oxygen cycle. 3 Describe the water cycle. 4 Explain the relationship of human beings to the above cycles.	1 The Food Chain: Mouse eats corn, snake eats mouse, eagle eats snake, eagle dies and decays. Its body provides nutrients which are stored in the soil. Corn grows in the soil and uses these nutrients and the cycle starts over again. Have the student draw the cycle and put in their own examples. 2 Carbon Dioxide-Oxygen Cycle Plants carry on photosynthesis (the process by which they make their own food). The by-product of this is oxygen. Humans inhale air (which is 19 per cent oxygen) and then exhale carbon dioxide. Plants require carbon dioxide to carry on photosynthesis and the cycle starts over again. Have the children draw the cycle. 3 Water Cycle Rain falls, plants take in some of the rain, the rest runs off into streams, the sun shines and the water evaporates. The cycle starts over again. The children may want to draw this cycle. 4 Discuss the human need for clean air, water and fertile soil. Have the students write a short story about "The Environment and Me," which describes human interdependence with the environment.	1 "Health and the Cycle of Water," a Nebraska Department of Health film. 2 "Ecology," ITV lesson. (See Appendix A, p. 119.)

Concept	Instructional Objective	Suggested Activities	Media Resources
3 Disposal of sewage and garbage is a growing problem.	The student should be able to: 1 Identify at least one method of garbage disposal. 2 Describe a problem with the method of garbage disposal identified in 1. 3 Describe the laws and regulations in the area which govern garbage disposal.	1 Make posters illustrating various methods of garbage and waste disposal. Include such methods as burning, land fill (dump), recycling, dumping into rivers or streams. 2 Have the children write a paragraph or present an oral report describing problems associated with the following: a) Burning – releases many harmful pollutants into the air; b) Land fill – land is very expensive and only a limited amount is available; c) Recycling – not all items are recyclable; d) Dumping into water – this affects the drinking water supply, kills fish and destroys natural beauty. 3 Invite a local public health official to class to discuss the laws in your area which govern waste disposal.	1 "Decent Burial" and "A Land Betrayed," Nebraska Department of Health films.

Concept	Instructional Objective	Suggested Activities	Media Resources
4 Everyone is dependent on many people for safe water, food and air.	The student should be able to: 1 Match the worker with the work done. 2 Select an occupation that is concerned with safe water and air and write a paragraph describing the job.	1 Visit a water treatment plant or a conservation area. Discuss the variety of jobs and the responsibilities involved. 2 Play a "concentration" game and match the worker with the work done. For example: garbage worker — waste disposal health department worker — water safety air pollution worker — monitors air pollutants park ranger — patrols park areas sanitarian — inspects eating places 3 Have a school cafeteria staff member explain reasons for daily inspection of kitchen facilities, proper dress and hair restraints.	1 "Safe to Eat" and "The Inspectors," ITV lessons. (See Appendix A, p. 120 and 121.)

Concept	Instructional Objective	Suggested Activities	Media Resources
5 Many organizations help in preventing disease and disaster.	The student should be able to: 1 Name at least three organizations which are concerned with preventing disease and disaster. 2 Select one of these organizations and write a report describing its functions in preventing disease and disaster.	1 Make posters illustrating various organizations and their functions. Include the Salvation Army, American Red Cross, Fire Department, National Guard. 2 Write to health agencies (American Heart Association, Cancer Society, Tuberculosis Association, State Health Department and City-County Health Department) and solicit any available literature which describes their functions. 3 Have each student make a collage of the many different agencies concerned with disease and disaster prevention. 4 Invite representatives from the organizations mentioned above to explain their role in disasters (floods, tornadoes, fire) and in disease prevention (immunizations, epidemicology research).	

APPENDIX A

BREAKS, BONES AND BICEPS

Summary of the Telelesson

Scott has a broken bone in his lower arm. He is in the doctor's office for a regular checkup. The doctor explains all about Scott's broken arm and why it had to be put into a cast. X-rays of a broken arm, the skull and the chest area are shown. The skeletal system, its function and various bones and joints are included. Muscles and their importance in movement are introduced.

Follow-up Activities

1 Find out if any class members have broken bones. Let them tell about their experiences. Review or have them write down what X-rays are, what setting a bone means and why a broken bone is usually placed in a cast. See if someone can bring some X-rays to class.

2 Examine some chicken bones. See how they fit together. Take a bone and break or cut it in half. Examine the cross section of bone tissue. Perhaps a slide could be made and the tissue could be viewed under a microscope. If possible, also collect beef and pork bones and compare them with the chicken bones.

3 Review the protective aspects of the skeleton. Discuss why babies have a soft spot on their heads. Introduce the terms "tendons" and "ligaments." Stress that ligaments hold the joints together and tendons attach the muscles to the bones. Have the children flatten and stiffen their hands. The tendons can be seen. Tendons can also be seen in the feet.

4 Examine a chart or picture of a skeleton. Review the bones menioned in the telelesson and point out others. Discuss the uses of the ball-and-socket joints found at the shoulder and hip, and the hinge joints found at the elbow and knee.

5 Draw examples of each type of joint or take a skeleton chart or picture and label the joints. You might want to use symbols for each type of joint. For example, door hinge for the hinge joint. Another idea is to cut out the bones and when pasting them together leave a space to show that there is a joint there; then label that joint.

6 Have interested children try to save all the bones from a chicken and reconstruct them into a skeleton.

7 Investigate other types of joints in the body, where they are and how they work. Check the pivot and gliding joints.

8 Let students investigate the skin. Stress that it is a protective covering. Have them compare this protective covering to that of birds, animals, insects and reptiles. Show the layers of skin. Find out about sunburn and suntans.

MOVEMENT

Summary of the Telelesson

Scott is visiting the doctor's office again. His cast is off and the doctor is rechecking his progress. Scott visits with the nurse about exercises which will strengthen his arm and about how his muscles work cooperatively. The nerves and their role in movement are discussed. The basic locomotor and nonlocomotor movements are explored in depth.

Follow-up Activities

1 Review the importance of muscles to the body. Have children feel muscular movement as the body moves in various ways. For example, feel the arm muscles as the arm is moved up and down and as the elbow is bent and straightened. List ways in which the body uses muscles for normal daily activities. Look at the body's muscular system and locate some muscles.

2 Have team relays using the locomotor skills: walk, leap, slide (move one foot forward and slide other one up to meet it), run, hop, skip.

3 Experiment with the nonlocomotor skills. See how many different ways students can twist, stretch, swing, push, fall, turn, bend, lift, pull. For example, stretch standing up and lying down, jump and stretch to catch a ball, stretch the arm to throw a ball. Give children balls and have them discover what movement they use when they bounce or throw a ball.

4 Try these creative variations of the fundamental movements.

Walk: as if carrying a package
like father
with baby steps
as if going up a stairway

March: like soldiers
slow
fast
in place

Glide: as if skating on ice
as if rollerskating
like a bird

Bend: as if picking up marbles off the ground
as if picking flowers

Push and Pull:
as if using a lawn mower
as if using a saw
as if raking leaves

Strike: like hammering a nail
like beating a drum
like chopping down a tree

Stretch: like a cat or lion
to pick fruit high on a tree

Clap: as if to a funny joke
as if catching a fly

Climb: as if climbing a ladder
as if climbing over a fence
as if getting onto a bus

Jump: like a bouncing ball
like a grasshopper

Fly: like an airplane
like a kite
like a bird

Twist and Turn:
like snowflakes
like a top

Skip: in a straight line
in a circle
with a partner
in a folk dance or singing game

Run: like a baseball player
as if tired
to get out of the rain
to tag a classmate

Gallop: like a farm workhorse
like a cowboy's horse
like a horse in the circus

Run and Hop:
as if you have a sore foot
like a frog

MEET SISSY AND STANLEY CELL

Summary of the Telelesson

"How do those poor cells on the inside feel when you have an accident?" is the question posed at the beginning of this lesson. A series of accidents is presented and the last shows a child hitting his mouth on junglegym bars. Viewers go inside the child's mouth and visit with two of his cells, Stanley Cell and Sissy Cell, who live there. The cells tell about themselves, which really is the story of all cells. Discussion of tissue and four of the basic body organs is included.

Follow-Up Activities

1 Look at pictures of different types of cells. Discuss the function of each type. Let interested children draw and label several types of cells.

2 Discuss the body organs covered in the telelesson and their functions. These are the brain, heart, lungs and stomach. Have each child choose one, draw it and describe its function.

3 Explain the relationship of cells to all living things. Include both plants and animals.

4 Make a group chart of all the functions performed by a cell.

5 Discuss how cells combine to form tissue. Draw or find pictures of different types of tissues found in the body.

BIG EARS

Summary of the Telelesson

A professor is working in his laboratory. He is making such great discoveries that he can't believe his ears. At the mention of "ears" a deep voice called "Big Ears" speaks out. The professor and Big Ears discuss ears and how people hear. They demonstrate how slightly and more severely deaf persons hear. The Nebraska School for the Deaf is visited and speech reading and sign language are discussed. Several classes at the school are visited to show how deaf children learn.

Follow-up Activities

1 Discuss the fact that hearing involves interpreting sounds. Deaf persons may hear some sounds but the sound is not complete enough to interpret. Use as an example the recording in the telelesson. List all the ways we use hearing. Make a list of all the different sounds we hear. Choose a situation such as downtown during the rush hour or an early spring morning as the sun rises. Let children develop a mural illustrating the sounds heard in such a situation.

2 Discuss what sound really is. Using tuning forks, illustrate that sound is a vibration. Show that the vibrations are faster for high tones than for lower tones. Fill a series of water glasses with graduated amounts of water, from an empty to a full glass. Each will produce a different sound when tapped.

3 Ask the nurse to talk about proper ear care. She might also demonstrate an audiometer. Let interested children create a papier-mache model of an ear or illustrate it.

4 Experiment with speech reading and sign language. Set aside 15 minutes when everyone pretends to be deaf. No one can interpret sound and no one can speak. All communication has to be by either speech reading or sign language.

5 Tell the children they are going to pretend to be deaf children just starting their education. They cannot hear and they cannot speak. Show them pictures of a house, a person, paint and a dog. Then tell them you are giving these things new names. Place each new name under the picture and mouth it as in speech reading but do not pronounce the word. Also try to develop a sign for the word which you use as you mouth the word. In other words you are combining a new word with speech reading and sign language. See how long it takes to learn these.
Examples: House – erlap Man – folb Paint – miflz Dog – slup

6 Review the words learned in exercise 5 a day later. Try to add three or four new name words or nouns and learn them. Divide into teams and have a relay to see which team can match the most. Children must coordinate picture, name word, speech reading and sign to get a point.

7 Decide on several action words to add to the vocabulary. Illustrate these words and assign each a new name and sign. You might like to use these: Pet – ghrn Run – xyrt. Review the nouns learned.

8 Assign words and signs for "a," "and" and "the." Example: the – con, and - bu. Try to write a sentence with the new vocabulary. Add speech reading and sign language so that the sentence can be read.

Examples: Con folb ghrns con slip.
The man pets the dog. or
Con folb miflzs con erlap.
The man paints the house.

THE PROFESSOR AND MISS FIBBLE

Summary of the Telelesson

Miss Fibble is interviewing an optometrist. They discuss how people see and several common vision problems. A partial eye examination is demonstrated. Glasses and contact lenses are shown, and the doctor points out many interesting and unique aspects of sight.

Follow-up Activities

1 Review the eye and how it compares to a camera. Let interested children diagram the eye.

2 Discuss blind persons and how they adapt. Stress that many times the other senses become keener to help them. For example, many blind persons can tell who is entering a room by the sound of their steps. Discuss the use of the white cane and the seeing eye dog.

3 Discuss how visually handicapped persons have special materials so that they too can read and learn. Some books have very large print while some persons use a large magnifying glass to help. Braille is a series of raised dots by which persons feel letters with their hands.

4 Choose a variety of different things such as a paper clip, doll, coat hanger, paper cup, napkin, fork, apple, spoon. Have children close their eyes or blindfold them. Allow them to use all senses except sight to guess what each item is.

5 This might be a good time to introduce and read the book, *The Blind Colt* by Glen Rounds.

6 Discuss the other senses. Let interested children research the sense of taste. Have them label a diagram of the tongue and locate the various areas of taste.

7 Have children write a story about "My Ten Favorite Fragrances" or "Smells I do not Like."

8 Have children make a list of things that feel soft, smooth, sticky, rough, sharp and spongy.

9 Develop a bulletin board or display showing each of the senses and how they are used. Use pictures, diagrams or original drawings.

YOUR BIRTHDAY SUIT

Summary of the Telelesson

Louise MacNamera, the hostess, makes an analogy between the shopping bags she is carrying and the one she is wrapped up in——her own skin. Children are encouraged to think about and examine their own skin——their own birthday suit. They learn that it is waterproof: it keeps water out and holds important liquids in. They discover it is loose where it needs to be loose, tight where it needs to be tight, and it fits just right all over.

A large cross-sectional model of skin is used to demonstrate that skin, like a cake, is in layers. The top layer of dry, dead cells keeps dirt and germs out of the body. The second layer grows new cells to replace the ones in the top layer that are continuously being shed. The fact is emphasized that human beings shed their skin in little pieces, unlike some animals (snakes, for example), that shed theirs all in one piece.

The model is also used to show how hair grows up through tiny holes in the top skin layer. Louise explains that, like a blade of grass, each hair has a root. Therefore, if one strand of hair is pulled out, another grows in its place. The reason it hurts when a hair is pulled is because there is a nerve wrapped around the root of each hair. Nerve endings all over the body just under the top layer of skin send messages to the brain. These nerve endings even send weather reports!

Sweat glands under the skin help control body temperature. Whenever the body is too warm, sweat glands push water out through holes in the skin called pores. When the body is too cool, these pores close up and no water comes out.

Mixing different amounts of paint with water, Louise explains that special cells just under the first layer of skin make grains of color. Some people's skin makes more grains of color than others, which is the reason people come in different colors.

Follow-Up Activities

1 Display different kinds of wrapping materials (paper, plastic, foil, cardboard). Have the class discuss: Which materials are most like your skin? Most unlike your skin? How about a balloon? Why is your skin the best wrapping of all? What can skin do that wrapping materials cannot do, for example, when you skin your knee?

2 Ask: Do any people really have white skin? Place a Caucasian child's hand against a white sheet of paper. Is the skin really white? Have several children with different skin tones hold their hands together. Do any two children really have the same color skin?

3 Cover an open floor area with newspaper and put out several objects with different textures (e.g., fur, velvet, sandpaper, terry cloth, clay, wood). Have some children remove their shoes and socks. Blindfold one child at a time and see if each can identify items with his or her feet. To discover if the skin on the feet is as sensitive as that on the finger tips, have other students do the same experiment using their fingers.

4 Have the children pinch their chins . . . then pinch their cheeks. Which hurts more? (The nerve endings in the cheeks are generally closer to the surface of the skin.)

5 Ask students: What are freckles? Why do some people have them and others do not? (Freckles depend on the number of color grains the skin cells make and on whether these grains of color collect in spots on the skin.)

GETTING RID OF WASTE

Summary of the Telelesson

The program opens showing Louise cleaning the gerbil's cage. She points out that "all animals eat, so all animals make waste." Viewers see a film of a stentor (a one-celled animal) getting rid of its waste. They are asked: "What about you, a many-celled animal: how do you get rid of waste?"

A cartoon of a boy eating an ice cream cone leads Louise to review how the ice cream will be digested. Using the anatomical model, she shows how food goes from the mouth through the food tube to the stomach, and then to the intestine, at each place becoming soupier until it can leak through the intestine walls into the blood stream. Parts of food that can't be digested become solid waste and are stored in the large intestine or bowel until the body can get rid of it.

The digested food, along with water and oxygen, is carried by the blood to the cells. Oxygen helps burn the food for energy, and this too makes waste. A part of the waste goes to the lungs and is breathed out as carbon dioxide. A film is shown to review the oxygen/carbon dioxide cycle. "You have to keep exchanging carbon dioxide for oxygen all the time. If you don't, your cells will die. Your factories will close down."

The rest of the waste that cells make is liquid, and the body has a whole set of organs to take care of the liquid waste. The kidneys are shown on the model, and Louise guides the children to place their hands on their lower back to locate their own kidneys.

A model of one kidney is used to describe how the kidneys clean the blood and pass the liquid waste (urine) into the bladder. A cartoon titled "Kidney Cleaners" helps children remember that their kidneys work 24 hours a day. Dirty water is run through filter paper to help them understand the filtering process. Louise explains how the bladder holds about a cupful of urine and that when it is full you need to go to the bathroom.

At the conclusion of the program she reviews the body's need to get rid of its three kinds of waste —— food, air and liquid.

Follow-up Activities

1 Discuss: How does your body let you know when you need to get rid of waste?

2 Have the class discuss how pets are like babies. Why are some pets easier to clean up after than others?

3 Have children hold their breath to the count of 10. How do they feel inside? Why is it important not to hold their breath (urine, bowel movements) too long?

4 Recall the demonstration of food put through a blender or use the activity for the first time here. Following this demonstration might be a good time to deal with children's fettishes about food service —those who must have the sandwich cut in a particular way, or the food placed in certain spots on the plate, etc.

5 Another demonstration can show how certain parts of food are difficult to digest. Grind apples, celery or corn in a Foley mill. The portions that don't go through the mesh are similarly difficult for our bodies to digest.

6 Using filter paper and dirty water, repeat the demonstration of how the kidneys filter blood.

7 The children will probably be intrigued by the program's analogy of the quantity of blood flowing through the kidneys to the quantity of water in a bathtub filled to their navels. Fill a container with five quarts of liquid to show the approximate amount of blood the children have in their bodies. Make sure they understand that it is not all in one place —— that it is continuously circulating through their kidneys and throughout their bodies —— and that it is in blood vessels, not freely floating.

BECAUSE IT'S FUN

Summary of the Telelesson

Bill is an intensely competitive boy who thinks "winning is the only thing that really counts." He can't understand why others enjoy themselves jumping rope, roller skating and just playing around. As he helps an inept friend learn to handle a basketball, he appears to be changing his attitude. Maybe, just maybe, there is something more to physical activity than winning. In the end, however, he remains true to form when he says, "I guess those activities are all right as long as you're the best."

Follow-up Activities

1 Ask children to role-play a situation in which they assume the attitudes of the children in the telelesson, Bill, Park and Cindy. Change the situation so that the parts of Bill and Park are played by girls and Cindy by a boy. How does the story change? Are the activities different? How do boys and girls compare in competitiveness?

2 Hold a debate on the following statement:
All sports can be fun as long as you are the best.

3 Give each student a sheet of paper on which the following appears:
When I play, I AM . . .
the competitor
the best
the worst player
always picked first
never chosen at first
the one who has to win
a good athlete
clumsy
the one who always loses the game for others
always wishing the others would ask me to play
the one who tries to help others learn the game
the one who doesn't care whether I win or lose
playing for fun
playing because my dad wants me to play
playing to get to know the other children
a member of the team
the star of the team
much better than most
content to do my best
afraid of being ridiculed
always trying to do my best
not good enough
always on the winning team
Why?

The answer to the questions, "I am . . .?" and "Why?" will be a self-evaluation and very personal. Some children will not want to share their feelings. For those who are willing, a class discussion or a writing exercise is recommended. If the child's response is a negative one, ask him to consider other things that he enjoys doing or how he can have more fun in his play even if he is not particularly skillful.

CAN DO/CAN'T DO

Summary of the Telelesson

Dotty and her friend Betty are practicing somersaults, but Betty can't quite get the hang of it. Dotty's older sister, Bernie, joins them to show the girls how the stunt should be done. Dotty resents the performance, complaining that her sister is "just a big old showoff." Betty hears Dotty's brother Morrie practicing piano and admires his skill, and Morrie responds by helping her learn to play "Chopsticks." This upsets Dotty all the more.

Later at dinner her baby sister Pauline has everyone's attention while Dotty is reproved for her table manners, which only makes her more sullen. At bedtime she thinks back over the day's events, wishing that she could be her brothers and sisters because of what they each can do. Her wishes are fulfilled when her inner-self "Me" appears in her dream to grant what she longs for.

Dotty imagines herself to be Pauline, Bernie and Morrie, but quickly learns that each of their lives has its drawbacks.

The next morning she and Betty are racing each other in the snow, and Betty, who can't keep up, wishes she were Dotty. But Dotty, who now knows a little something about wishing to be someone else, asks, "Are you sure?"

Follow-up Activities

1 Have the children bring pictures or color transparencies from home to develop a collage or slide presentation showing how they have changed since infancy.

2 Develop a time line showing the characteristics and abilities expected at each age — physical, emotional and social.

3 Ask children to express in some way (by writing, tape recording, making a collage or chart): "What I do well." and "What I would like to do better."

4 Make individual lists of traits each class member most admires; tally lists as a class and tabulate the results.

5 Divide the class into three groups to discuss and support the following statements:
"I am like all other persons"; "I am like some other persons"; and "I am like no other person."

6 Divide the class into small committees to develop and present skits on the theme: "What we will be like when we are teenagers."

7 Ask each child to put in a circle the number of chairs that stand for the persons who are very important to him. The child should include a chair for himself. Remind the child that each chair represents an important person in his life and then ask him to carry on a conversation with these imaginary persons about what each one is, what each wants of the child and what each wants for himself. After the child talks, have him sit in each chair and respond to the questions as that person would.

Have each child make the "self" he wants to be. Cut out a lifesize "self" from large pieces of cardboard and design it with yarn, scraps of clothing, burlap, glue, etc. Then arrange in circles small groups of chairs. Have each child place his "self" in his chair and get behind it. Ask each child to talk with the group about his "self."

IT ALL ADDS UP TO FITNESS

Summary of the Telelesson

The telelesson presents many factors that contribute to physical fitness. The "big three" include exercise, proper diet and sleep.

Tim Murphy, his family and his classmates are the vehicles for information concerning the need for a balanced diet, enough sleep and the personal commitment that one must make in order to be "physically fit."

The telelesson presents the need everyone has for sleep. Scientists are also aware that daily dreaming is so important that if one doesn't dream there are psychological problems. People who use sedatives often sleep very deep and do not dream.

Follow-up Activities

1 Some interested students might enjoy keeping a record of their dreams. Have them place a note pad and pen beside their bed each night. As they awake each morning, they should immediately write a description of what they were dreaming when awakened. Instruct them to keep this record for one week and then report their findings to the rest of the class.

2 Ask the children to divide a piece of paper into three parts. Label the parts breakfast, lunch and dinner. Have the class think of all the kinds of foods they ate yesterday for breakfast, lunch and dinner. Write the foods under the appropriate meals.

Have the children divide another piece of paper into four parts. Label the parts meat, fish, eggs; fruits and vegetables; milk; and bread and cereal. Ask the students to transfer the names of foods from the first paper to the second sheet, placing foods eaten under the appropriate food groups. (Some of the students may need extra help with this.) Have the students look to see if they have listed adequate amounts of food under each heading.

Adequate amounts are:
Meat group -- 2 servings daily;
Fruit and vegetable -- 4 servings daily;
Milk -- 4 servings daily; and
Bread and cereal -- 4 servings daily.

FOOD AND TRADITION AROUND THE WORLD

Summary of the Telelesson

Caroline has had an interesting day at school and she rushes home and tells her mother all about it. They talk about how environmental factors influence what people eat. Several examples in the United States are cited. They also discuss how heredity affects what people eat. That night Caroline has a dream. She dreams that she finds a vase with a genie inside. The genie takes her to Mexico, Japan and Italy. In each country Caroline gets a sampling of the various foods and traditions. She returns home and awakens. The telelesson ends with Caroline and her mother showing how to make a Mexican snack.

Follow-up Activities

1 Review the countries discussed in the telelesson and the foods and traditions of each country. Discuss types of food typical of these countries, such as: Mexico – Foods are usually spiced with chile peppers and a lot of cornmeal is used. Famous for chili, guacamole (an avocado dip), refried beans, enchiladas, tamales, etc. Italy – Foods often contain a tomato and/or cheese sauce. Romano and mozzarella are the main cheeses. Favorites include pizza, spaghetti, lasagne and ravioli. Fruits and cheeses are often used as desserts. Japan – Fish and rice are the main foods. Green tea is served at each meal. Favorites include sukiyaki (beef with vegetables), teriyaki (a sauce made of soy sauce) and sweet and sour pork. The Japanese seldom eat sweets. They do have teas where they serve little cakes with the tea.

2 Have the children tell about foods that their mothers fix which they think might show an international influence. Or let them tell about foods from other countries they have eaten, possibly in a restaurant or at a friend's house. Discuss any traditions which may have been involved in eating these foods. If anyone has chopsticks, have them brought to school and practice using them. Explain the Continental use of silver. Forks and knives are handled quite differently in Germany and some other parts of Europe. To eat Continental style or Abendessen German style, hold the fork and knife as you would to cut a piece of meat. Use the knife to cut or to push food onto the back of the tines of the fork. Raise the fork to your mouth without changing its position in your hand. The knife stays in your other hand, even when you have no use for it. In setting the table, place fork to the left, knife to the right and spoon crosswise above the plate.

3 Set aside an international or foreign food day. Ask the children's mothers to make their favorite foreign recipe. This may be something which is traditional in the family or just a favorite which the family eats often. It may be anything from cookies to a main dish. Ask each interested mother to bring the prepared food and the recipe to school. Let them join you in a tasting party. Be sure all foods are identified. Collect the recipes and make them into a small recipe book. These might make nice gifts for Christmas or Mother's Day.

CHARLIE AND THE BASIC FOOD GROUPS

Summary of the Telelesson

Charlie Tinker plays hookey from working in the fields and goes fishing instead. He has a letter from his mama who lives at Mount Ady which he shares with the viewers. He reads bits of the letter and then makes comments. These comments lead into skits which introduce the basic nutrients, the basic food groups, foods within each group and the ways in which food helps a person live and grow.

Follow-up Activities

1 Review the basic nutrients: proteins, minerals (calcium and iron), vitamins A and B (thiamine, niacin and riboflavin), carbohydrates and fats. Discuss why people need nutrients. Stress that proteins build and repair the body. Explain what is meant by repair. Calcium is important for bones and teeth. Carbohydrates and fats provide energy. It is not necessary that the children remember what each nutrient does but they should know how nutrients as a whole help them to live and grow.

2 Review the basic food groups and the foods contained in each group.

3 Make giant paintings of fruits and vegetables on large paper or cloth sacks. Cut holes for arms and head. Use these in a play or skit to tell the class about each food – its taste, place of growth, nutrients.

4 Construct a food train made from cartons composed of an engine and four cars. Each car should be designed as one of the basic four food groups. Make models of a wide variety of foods and place in the appropriate car.

5 Discuss cakes, cookies and candy. Stress that these really don't fit in any of the basic food groups because they are not necessary for maintaining proper health. They are the "frosting on the cake" – the sweets that taste good. They should be eaten last because they are not essential foods and tend to ruin one's appetite if eaten before dinner.

6 Have the class bake bread or muffins as a group. Illustrate how bread-and-cereal group member flour is used to make these products. Stress that this can be wheat four, rye flour or cornmeal. Discuss different breakfast cereals and decide what each is made of.

7 Discuss how pasta or tortillas are made. Stress that these too are made basically from flour and water. The dough is pressed into a shape and then dried for as long as 12 hours. If possible visit a food processing plant to see a product made.

8 Discuss various ways of preparing ground beef, carrots, macaroni and peaches. Assign each child a food and have him/her illustrate various ways of preparing it.

9 As a group, prepare a simple breakfast, lunch, snack and dinner menu. Check to make sure that some of each of the main food groups are included.

YOUR FEELINGS AT MEALTIME

Summary of the Telelesson

Dinnertime should be a relaxed pleasant time. However, this is not always the case. Fear, anger and anxiety, emotions that everyone experiences occasionally, can directly affect digestion. Mealtime behavior is also influenced by these emotions.

The telelesson centers around Matt who experiences some upsetting situations. These situations in turn affect his emotions, digestion and mealtime behavior.

Follow-up Activities

1 In the telelesson, Matt and his family decide they should try to be nicer to each other during mealtime. Ask each student to describe one thing they could do to make dinner a happier family time. Ideas for this might include:
   a) Establishing ground rules such as no arguing during dinner;
   b) Developing craft ideas such as place cards, nut cups, fruit bowls and centerpieces to make mealtime more pleasurable; and
   c) Going around the table and allowing each family member an opportunity to tell something good about the day;
   d) Using music to set a relaxed pleasant mood.

2 Ask for volunteers to try out some of these mealtime ideas at home. Have them report the results (negative or positive) to the rest of the class.

3 Some interested students may wish to write a story about "the man/woman in their stomach." What could he/she say about the foods they eat, their digestion and their behavior?

I WANT TO

Summary of the Telelesson

In an imaginary courtroom scene, Patricia is demanding her rights as a nine-year-old, accusing the rest of the Michaels family of treating her like a baby.

Through her friend Bud, who acts as her advocate, she tries to prove that she is old enough to take on more and greater responsibilities. Her parents, her older sister Joan and her brothers Tony and Kevin dispute her claims, through their own advocate, Elvira Smith, asserting that she isn't ready yet to do all the things she wants to do.

The court, presided over by a friendly grocer, proceeds to hear both sides of the case, examining a series of witnesses to determine who is in the right. Patty tells of trying to do the family wash as a birthday surprise for her mother and being scolded because things went awry; of not being allowed to go to the movies by herself because it might be too dangerous; and of being assigned trivial jobs by her parents. The other family members take the stand to explain their attitudes, pointing out Patty's shortcomings and admitting some of their own.

The case ends in confusion when supporters of both sides start milling around the bench. A TV announcer for the program "You Wanted It," which is presenting the trial, leaves the verdict to the viewing audience.

Follow-up Activities

1 Have the children role-play the trial of Patricial Michaels vs. the rest of the Michaels family or use a variation: rewrite the script for "I Want To" so that Patty's family will respond as students think they should have. Use the same situations and problems that Patty had.

2 Hold a trial within the classroom, choosing any issue that involves school, home or community.

3 Make a list of suggestions about how Patty might have solved her problem.

4 Have the children write a play about their ideal family in relation to their ideal "self."

5 Discuss in small groups Patty's problems in comparison with problems the children have with their families. Are there answers to her problems and theirs? Why?

6 In the Michaels family each member was assigned tasks based on sex and age. Discuss as a class how it is decided who does what task in your family. (Students might wish to discuss this question at home with parents and then compare responses in another group discussion.)

IN MY MEMORY

Summary of the Telelesson

Linda comes home from school to find her parents saddened and subdued. They tell her that her grandmother, who had suffered a stroke, had died during the day. Throughout the next few days Linda experiences many strong emotions. She feels guilt and separation at the loss as well as support and comfort from her parents and the relatives who come to help. Through the experience of the funeral, the love of her parents and the explanation of death by her mother and father, Linda's fears are lessened and she comes to accept her grandmother's death. In a final poignant scene Linda and her mother join hands and cry together in the realization that Grandmother will never come back but will live in their memories.

Follow-up Activities

1 In the program Linda talked to her doll to clarify her understanding of death. Ask the children to use puppets, marionettes or dolls to role-play their ideas of death.

2 Have the children bring in pictures of their parents at various stages of their lives to illustrate the changes that take place as a person grows older.

3 As a class discuss the following:
How did Linda feel when:
a) Her parents first told her that her grandmother had died?
b) She is playing Hearts with her cousin and listening to the adults talking?
c) She is caught in the game of "Bang, Bang, You're Dead"?
d) She is playing with the "old lady" dolls?
e) Her parents talk with her and explain death?
f) She goes to the funeral?
g) She talks with her mother at night?

How did Linda and her parents express their feelings about the death of Grandmother?

Has someone close to you ever died? How did you feel? How did you show your feelings? How long does it take to "get over" a death?

Can a person always tell someone else exactly how he feels? If you can't talk about feelings, how else can they be expressed? Is it all right for boys and men to cry? Why? What does death mean to you?

Can a person live in your memory? What other kinds of special memories do you have? How do these memories make you feel? How do persons help each other with feelings?

LOST IS A FEELING

Summary of the Telelesson

Amador and his family are moving from Puerto Rico to Washington, D.C., and his parents have sent him on ahead by plane to stay with his Aunt Rosa and Uncle Roberto. When he arrives at their apartment, he looks out on the new and strange city streets, noisy with traffic and walled in by buildings, so unlike the neighborhood he knows at home.

Three weeks later Amador, ill-at-ease and unhappy, is moping around the apartment when his uncle appears with a present for him—a new baseball glove. Uncle Roberto tells him that he must take it outdoors so that he can find some boys to play with and make some new friends. He finds a game in progress and watches from the sidelines until a fly ball comes his way and he catches it. This annoys the other boys, and they start toward Amador, expecting some sort of explanation.

Confused by their manner, Amador blurts out "I can play" in Spanish, but fears that the boys are out to get him and runs away from them, dropping his mitt on the field. One of the boys, Peter, who speaks some Spanish, picks it up and explains to the others that Amador only wants to play with them, and then runs after Amador to return the mitt. Meanwhile Amador has come to a bridge where he stops to look down into the stream below. He goes down to the creek and begins to wade into the water until a mounted policeman tells him to get out of the polluted creek. Confused and frightened, he clutches his shoes and runs off barefoot to find his way back to the apartment.

He catches sight of Peter running toward him and speeds up, afraid of what might happen to him. He reaches the safety of the apartment, where Peter leaves the mitt for him. Watching from inside, Amador seems to understand at last that the boys have really meant him no harm.

Follow-up Activities

1 To experience the feeling of being lost:
   a) Blindfold the children;
   b) Form a line in which each child puts his hand on the next child's shoulder;
   c) Take the children on a walk, and move them in circles;
   d) After reaching your destination, separate the children and place them in different places;
   e) Ask each child to find his way around without making a sound (5-10 minutes);
   f) Form a line again and take them back to their room.

   Remove blindfolds and discuss:
   How did you feel while blindfolded?
   What happens when someone is lost?
   Do students have a better understanding of Amador's feelings? Why?

   (You might want to have the children write about their experiences after this activity.)

2 Give children a confusing set of directions. Repeat the directions twice. Ask children to follow your directions. When a child asks you to repeat a part of your directions or says he doesn't understand, refuse to give any information. After a period of time, stop the class. Discuss as a class: How do you feel when you are lost and don't know what to do?

3 Capture the feelings of being lost by creating for a day in your classroom as many cultural differences and conflicts as possible. These can be drawn from the cultures of the various regions of the U.S. and other countries. Some suggestions to start your thinking on this project are:
   a) Foods. Have the students bring in easily accessible foods that are commonly eaten in other cultures: bean sprouts, chitterlings, papaya.
   b) Menu. Have a language class prepare foreign menus.
   c) Money. Obtain foreign coins and demonstrate the confusion in money values by having children pay for their lunch in foreign money.
   d) Newspaper. Obtain a foreign newspaper to demonstrate what may happen when one can't read another language.
   e) Environmental and Directional Signals. Place around the room signs written in other languages: stop, go, danger, caution, poison, open ditch, no passing, men, women, left, right. Then let the children experience the fear, frustration, confusion and embarrassment when they are unable to interpret these directions.
   f) Clothes. Collect items of clothing that reflect climate and ethnic differences. Let the children take turns trying them on.

   This is a way to design for your class a program that will help children understand persons within your own community who come from various cultures, races and people.

PROBLEMS, PROBLEMS, PROBLEMS, PROBLEMS

Attention Teachers

During this program your class will have an opportunity to discuss several of the problems presented. You will want to be ready to help guide the discussion. The question the children are to discuss will appear and remain on the screen during the discussion time. At the end of the viewer discussion, a short song will signal that it is time to return attention to the television program. At the end of the program a situation for the viewer to role play is set up. We encourage teachers to try this.

Summary of the Telelesson

Common problems which children face daily are dealt with in this program. Mary Ellen Rathouz, a graduate assistant in elementary guidance, works with children in problem solving and role playing of the problems presented. A brief outline of the program will be of help to you.

Problem – Playground Situation
* A. A 45-second opportunity for viewer response to the problem.
B. Problem-solving discussion lead by Rathouz on the same problem.

Problem – Unfinished Mural
A. Role playing of the situation by Rathouz and children.
* B. Problem-solving opportunity for viewer. Approximately 1½ minutes will be allowed for discussion.

Problem – Excluded or Lonely Child
* A. Problem solving opportunity for viewer. Again 1½ minutes will be allowed.
B. Review of things discussed.
C. Rathouz sets up a role-playing situation for the classroom.

*Designates when a question will be on the screen and the viewers have a short time for group discussion.

Follow-up Activities

1 Talk about hurting another person's feelings. List ways to avoid hurting others. Discuss how one can ease the hurt feelings of another.

2 Role play situations in which a child has had his feelings hurt and another child tries to comfort him.
a) The child who never gets picked;
b) The stutterer when he just can't seem to express himself;
c) The clumsy child;
d) The child who never has the right answer;
e) The child who has ragged clothes;
f) The child whose parents have separated or recently been divorced.

3 Make a permanent complaint or problem-solving box from a shoe box. Let children drop in their problems or any other situation they can't seem to cope with. Set aside a special time each week, perhaps 15 minutes, to discuss or role play these problems as a group. Stress that people who submit problems will remain anonymous.

4 Discuss what is involved in forgiving others, especially someone who has done you wrong. Is it really difficult? Is there any joy involved in forgiving another? What are some situations that require forgiving? Stress that making someone say "I'm sorry" is meaningless. The person must actually feel it in order to be effective.

5 Have the children finish the following story: Joey is in the third grade and he isn't very happy. He has trouble getting along with the other children in the class. He likes to hide other boys' and girls' pencils and crayons. He knocks coats on the floor and walks on them. Sometimes he throws water while at the drinking fountain or pokes people in the back while waiting in line. His teacher is wondering if other children will help her make Joey happier. How can you help Joey? The following day read the individual finishes to the story. Discuss some of the suggestions made.

WE ALL HAVE EMOTIONS

Summary of the Telelesson

People all have emotions and they are a part of everyone. Dr. Harl Jarmin, an elementary guidance counselor, and six children discuss various emotions and how people feel when they experience these emotions. They talk first about anger, incorporating related feelings such as jealousy and hate. At this point (and after each of the other two types of emotions are discussed), several questions are directed to the viewer asking for an individual, personal response. For example, "Have you ever felt angry?" Approximately 10 seconds will be allowed after each question. The group then discusses worry and related feelings of loneliness and fear. Jarmin's final discussion concerns happiness. This is followed by a summation in which different feelings are related to specific situations children experience.

Follow-up Activities

1 Ask children to draw pictures that show anger, jealousy and hate. Discuss these emotions. Give children an opportunity to tell about times they have felt angry, jealous and hateful. You might even like to let the children tell you as a teacher about times when they may have felt angry with you.

2 Discuss outlets for "pent up" emotions such as anger. Physical activities such as kicking a ball, riding a bike or taking a walk help relieve frustration. Children might also use clay to model the subject of their anger or paint a mean picture which expresses anger. Stress that these are much more acceptable releases than hitting someone, calling names or breaking something.

3 Have each child paint a happy picture. Encourage use of happy colors.

4 Play "I Feel _____." Let the children take turns portraying an emotion. Classmates can guess which emotion is being acted out.

5 List things which cause fear such as illness, tornado, war, darkness. Talk about why fears develop.

6 Write a story about an angry boy or girl. Let the children choose other emotions such as fear, worry or jealousy if they wish.

7 Make pipe cleaner or paper bag puppets. Act out the following situations:
   a) You had to do the dishes instead of going out to play;
   b) Your big sister got to stay up late and you didn't;
   c) Mom is in the hospital;
   d) Grandpa and Grandma are coming for a visit;
   e) Mom and Dad are going out for dinner and you have to have a babysitter.

8 Have the children list the 10 things that make them feel happiest and list the 10 things that they dislike most. Discuss the children's choices. Do individual values affect or determine choices? Talk about the meaning of values. What determines individual values?

9 Let interested children make papier-mache masks depicting various emotions. Masks can be made from a wire or a balloon base.

YOU ARE SPECIAL

Summary of the Telelesson

Several children are sitting around visiting with an adult friend. One of the children, Tony, is extremely withdrawn. As the show progresses it is discovered that Tony has recently experienced several unhappy situations which have led him to feel unwanted, disliked and no good in general. The adult points out that it is normal to have bad days sometimes. The term "self concept" is emphasized. Tony discovers that he isn't all bad, that he too has some special talents. A change of attitude is indicated when Tony joins in a group song.

Follow-up Activities

1 Discuss the term "self concept." Stress the importance of a good self concept. Let children tell about times when they were especially happy or especially unhappy. Discuss how these situations affected their concept of themselves.

2 Let children plan self-portraits using yarn, pipe cleaners, scraps of yard goods, buttons. They may wish to make two pictures side by side. Let one be "The Happy Me" and the other "The Sad Me."

3 Write stories about "The last time I didn't feel very special."

4 Let children choose to write stories or draw a sequence of pictures on the following topic: "My family. We are all different. Each of us has certain things we do very well and others we do not do so well."

5 Have children bring from home a baby picture and a current picture. Use the pictures to create a bulletin board, "Then and Now".

6 Have each child bring to school something they have done - painting, drawing, sewing, etc. Develop a display around these.

7 Have interested children make comparison reports on specific differences in various animals and plants. Examples: dogs, horses, flowers, bushes and trees. Relate this to the ways people are different.

8 Discuss and list things to do when we feel upset. Examples: talk to parents, teacher, a friend.

9 Discuss how we can help others when they are sad. Determine what "putting oneself" in another's situation means and how this can help us understand another person's problems.

DONNA (Learing to Be Yourself)

Summary of the Telelesson

The world of Donna Pugh is different, but not strange. Because she is blind, Donna has to learn to be herself as well as she can in spite of being unable to do some things that sighted children take for granted. Although she must often struggle to get things done, Donna has accepted her disability and come to live with it so that she can cope with the world on her own terms.

This documentary examines various aspects of Donna's life – her work in school, friendships, singing in a choir, gardening, cooking, bicycle-riding, household chores. Whether it's playing on swings or playing word games, whatever she sets out to do reveals her willingness to risk herself in some way. As she reaches out to grasp more experiences, Donna is able to enlarge her world, because she knows that she has to expect more of herself.

Donna's parents, her principal and her special education teacher talk about the dimensions of her world and relate her process of adjustment to the lives of other blind and sighted children. By working out her own means of coping with her life, Donna is learning to accept herself and to achieve a sense of dignity and self-worth – much in the same way that other children must learn to do.

Follow-up Activities

1 Blind persons are very sensitive in their powers of hearing, touching and smelling. Children could pair up and take each other on a "blind walk." One child is to put on a blindfold (or close his/her eyes), and the other is to be the guide. After 15 minutes they should trade roles. The "blind" person should hold arms and hold hands with his/her guide. Neither may talk; each may communicate only by hand movements. The guide should provide a variety of sensory experiences for his/her partner. For example, he/she may lead his/her partner through close spaces and under obstacles or let him/her stand still and listen to the sounds in the air. The guide may indicate directions by touching; he/she may let his partner feel tree trunks, thorns, leaves, cars, signs; he/she may put his hand in running water and mud holes or make him/her bend down to smell the ground and flowers. At some time the guide should let his/her partner touch another person. The guide may skip, run and jump with his partner only if the partner is willing to try. (The guide should not force the "blind" person to do something he doesn't want to do, even if the guide knows it is not dangerous.)

   After each child has had an opportunity to experience how a "blind" person uses his senses, the class may discuss:
   a) How did you feel while you were "blind"?
   b) Were you aware of how you used your senses? Why?
   c) How did you feel when you had to depend on someone else to help you?
   d) Were you willing to try a new experience? Why?
   e) Do you have a better understanding of some of the problems a "blind" person encounters? Why?

2 Ask the children to discuss in small groups this statement:

   "No two persons are alike. Sometimes it can hurt to feel different . . . alone . . . apart. But you are you, and that's the way it is. What's most important is how you learn to be yourself."

   After small group discussion, give each of the children the statement on a slip of paper to take home. Ask them to discuss the quote with their parents. The next day, let children share the discussion they had with their parents. Ask them to compare what they said in class with the discussion they had with their parents.

   Have children write an advertisement or TV commercial promoting themselves. The ad should include positive statements about themselves: what makes them unique, what they do especially well and so on.

3 Make a puppet theatre. Ask children to make puppets that represent each of them. On a voluntary basis, let each child express through his own puppet, "This is who I am."

   To stimulate thinking and involvement in feeling different, present several ways that persons can be different, and encourage the child to identify differences observed in other persons.

MUST I/MAY I

Summary of the Telelesson

In interwoven stories Debbie and Bobby must each deal with situations that try their growing sense of independence. Debbie is supposed to look after her younger cousins and get them safely to a day care center. Overwhelmed by the task of minding the children and being responsible for general housekeeping and cooking at home, she is distracted by other things she would rather be doing. Bobby, unlike her, has been given too little responsibility for his own actions. His mother constantly fusses over him and fails to let him do things for himself. Eventually he gets his chance when he is given a package to deliver. How the children resolve their separate problems is left for classroom discussion. The emotions they feel as they work through their problems are clearly expressed.

Follow-up Activities

1 Help your students identify with Debbie. Tell your class at the end of one hour certain things must be done so that they can have recess, free time, P.E., etc. Give them an important written assignment, but before anyone can complete the assignment, assign another task to be completed within the hour. Stop the children for desk cleaning; ask individual children to do jobs; interrupt with announcements; assign another task. (Constantly remind the children of the time limit.) At the end of time, discuss:

   You were asked to do many things within an hour's time.
   How did you feel? How did you feel towards me (teacher)?
   How do you think I (teacher) felt asking you to do so many things?
   What could we do in our class if this happened every day?
   How does this activity relate to Debbie when she said, "Why do I have to do everything?"

2 Help children identify with Bobby. Tell children that they must ask permission to do things they ordinarily take for granted and take away individual responsibilities for classroom duties, i.e. sharpening pencils, doing things in their free time, getting books, going to the restroom, collecting money, running errands, getting a drink of water. At recess do not allow the children to play any game that requires any equipment . . . because it is "too dangerous." Remember to refuse all requests for responsibilities. (You should have an answer when refusing.) Discuss:

   How did you feel when you had to ask permission to do things?
   How did you feel when you were not allowed your ordinarily assumed responsibilities?
   How did you feel when you couldn't play with any equipment because it was "too dangerous"?
   What could you do in your class if this happened every day?
   How does this activity relate to Bobby when he says, "Why can't I do something by myself?"

3 Have the children make a list of responsibilities they want to have and a list of those required of them. Debate with someone of the opposite sex whether the tasks should be done only by one sex. Example:
   Girls should always have to babysit, wash dishes and cook.
   Boys should always have to mow the lawn, carry out the garbage, bring in the groceries and run errands.

YES, I CAN

Summary of the Telelesson

At summer camp in the mountains nine-year-old David insists that he is ready to go out on his own for an "overnight." Although the counselors are skeptical and the other campers mildly supportive or openly derisive, David goes ahead doggedly, trying to show everyone that he is now capable of "solo camping."

When his parents send their permission, the camp director relents, but imposes some conditions. David, now all the more self-assertive, sets off to prove himself. He is given only three matches to use – the limit for solo campers. After some initial success in finding a site and scavenging for food, he watches his matches die out one by one.

The program ends with David's dilemma of whether to stick it out or return to the main camp.

Follow-up Activities

1 Ask each child to develop a plan to do the thing he/she most wants to do. The plan is designed to convince parents that he/she is capable of proceeding independently. Have the children plan what they are going to tell their parents by talking everything over with friends.

2 On a poster print the following questions: How sure of myself am I? When and why am I sure of myself? What can I do to become more sure of myself?

Ask children to think about these questions for a week. They may wish to share their answers with you or their peers, or they may not wish to discuss them with anyone.

3 Plan an exercise that will help children to be proud of themselves. For example:

Ask the children: Do you find yourself thinking more about things you do not do well instead of about things that you do well?

Have them write down the most successful thing they did at school today.

Have them tell what they like most about themselves today.

4 Give children some idea of what it would be like if:
a) They were blind (blindfold children).
b) They were right-handed trying to write left-handed or vice versa.
c) They were deaf (put ear muffs over children's ears).

Discuss in small groups what it would be like for a child to overcome a physical handicap and live life successfully.

It should be remembered that some obstacles in life cannot be overcome. They should be recognized by the individual, and the key is to talk about them so that one can accept them for what they are. These obstacles may be physical. A class discussion would be most beneficial, so that the children will have a better understanding of their classmates.

5 Ask children to think about what they want to accomplish within the period of a week. Ask them to make a check list so that they can evaluate themselves at the end of the week. Hand out to each child a sheet of paper with these headings:
a) I do well
b) I don't do well
c) I would like to do better

Ask children to think about the open-ended statements before answering. After children have evaluated their strengths, their weaknesses and what they would like to do better, discuss the following questions: Do your strengths outnumber your weaknesses? Why? Do you want to do something better? Why? Do we always need to achieve success? Why? (Some children may not wish to share their thoughts.)

CHEMICALS CONTROL CURE AND PREVENT

Summary of the Telelesson

People in the United States are living longer than ever before. The average life expectancy for men is 68 years and for women 74 years. Discovery of new, life-saving drugs is the main reason for this increased life expectancy. Most drugs work by either preventing, curing or controlling a particular disease or condition.

This telelesson identifies and explains drugs that cure, prevent and control. Because of the availability of these drugs, people can expect to stay healthier and live longer than ever before.

Follow-up Activities

1 The telelesson identifies Louis Pasteur, Jenner, Alexander Fleming and John Ender as "health heros." Divide the class into four groups and assign each the task of preparing a brief biographical sketch of one of these scientists. The sketch should include where he lived, his main contribution to health and what that contribution means today.

2 Make a drug checklist for students to take home to determine how safe their homes are; all answers should be "yes."
   a) Are all medicines kept in a bathroom cabinet or another safe place?
   b) Are medicines stored separately from food and other household items?
   c) Are leftover, no longer needed medicines discarded after expiration dates?
   d) Are prescription medicines *always* kept in their original containers?

SMOKING -- WHY

Summary of the Telelesson

This mini-documentary presents reasons why people choose to smoke, why they choose not to smoke and the adverse effects of cigarette smoke on the body. The damaging effects of cigarette smoke on the circulatory, animated respiratory and nervous systems are presented. A film segment from the American Cancer Society (titled "Huff and Puff") supports non-smoking.

Follow-up Activities

1 Divide the class into halves. Have one group identify the benefits of cigarette smoking and have the other group identify the harm done by cigarettes. The class will become immediately aware that there are many harmful effects of smoking (health hazard, expense, bad smell, fire hazard, discomfort to others) while the benefits are practically non-existent. With this in mind, ask the students to explain why there are millions of cigarette smokers.

2 Discuss with the class the state law that prohibits smoking in public gathering places. This includes such places as elevators, theaters and auditoriums. Ask the students to identify other places where they feel the "no smoking" law should apply.

ALCOHOL AS A NON-BEVERAGE

Summary of the Telelesson

Missy and Karen have a class assignment to identify as many products as possible which contain the chemical alcohol. They discover many important cooking, industrial and medical uses for alcohol. Some products containing alcohol can be taken internally while others can only be used externally. The telelesson concludes with a warning to never drink any alcohol substance which says "for external use only."

Follow-up Activities

1 Give the students an assignment similar to Missy's and Karen's. Instruct them to identify a number of products containing alcohol. These products can be found in the kitchen, medicine cabinet and garage. Parental assistance is necessary to complete this assignment. Products listed in the telelesson include:

antifreeze	rubbing alcohol
shellac	cold medicines
varnish	skin lotion
window cleaner	after shave lotion
vanilla extract	perfume
peppermint extract	inks
cough syrup	dyes

After the students have compiled their individual lists combine them into a class list. Go through the list and put a star beside those products which can be taken internally and a check beside those which must be used externally.

2 Now that the class is aware of the many uses of alcohol, have them discuss how their everyday life would be changed without these alcohol products.

ALCOHOL -- WHY?

Summary of the Telelesson

Joe Green is dreaming. He finds himself acting as consumer advisor to Fifth's Liquors. During his dream, a number of questions are raised concerning the use of alcohol.

Reasons why people choose to drink, why they choose not to drink and the physical effects of alcohol on the body and on behavior are illustrated.

Follow-up Activites

1 During the telelesson a number of people discuss alcohol. Some use it and like it while others do not. To help the students clarify their feelings concerning alcohol, have the class compile a list of reasons why people drink or do not drink. This would include such reasons as "I like the taste," "All my friends drink," "It helps me relax," "It perks me up," "Gives me confidence," or "It tastes awful," "Makes me sick," "Costs too much money" and "Causes many traffic accidents."

After the list is completed, ask the children to:
a) Place a mark beside the statement(s) that they have actually heard others say;
b) Underline the statement(s) they have actually said themselves; and
c) Circle the one statement they feel is the best reason for drinking or not drinking.

2 Ask the students to interview three adults about alcohol. The following types of questions should be asked during the interview:
a) Do you drink?
b) If you do, why?
c) If you don't, why?

After the interviews, ask the students to share their results.

3 Following the telelesson, have the children complete (by drawing or writing) answers to these open-ended sentences:

I learned that . . .;
I'm aware that people drink because . . .;
I now understand that others don't drink because . . .;
I think alcohol is good because . . .;
I feel alcohol is bad because . . .;
I think alcohol should be declared illegal because . . . .

I DARE YOU

Summary of the Telelesson

Clarissa, a new girl in the neighborhood, wants to join the "gang." To be accepted as a member, she must carry out a potentially dangerous dare. The gang is also shaken by the potential danger and debates whether the dare is necessary and how hard it should be.

In a series of flashbacks each child recounts his particular dare. Yes, Clarissa must accept the dare to join the gang; her trial will come later in the day.

Torn between a desire for social acceptance and a concern for her safety, Clarissa fantasizes many of the possible consequences of taking the dare and argues with herself about whether membership in the group is worth the risk.

When the moment of decision arrives, she is urged on by the gang, who shout fiercely, "Go! Go! Go!" As the tension reaches its highest point the program ends . . . . What has Clarissa decided to do?

Follow-up Activities

1 Talk about the plot of the program. Ask each child to think up a different way to solve Clarissa's dilemma. See how many different solutions or endings the class can think up. List the different endings and decide how each would make the gang and the individual feel. Decide which endings or solutions are the most effective for whom.

2 Have the class list the best dares they know. Decide which are "good" dares and which are "bad." Why are they good or bad?

3 Play "I Dare You," a game to help children experience the feelings aroused by a dare and, at the same time, to explore the levels of trust between partners.

Equipment needed: two dozen balloons partially filled with water; something to cover the children: bibs, bags with holes for arms and head, old shirts.

Class division (based on a class of 30): observers – six children to watch what takes place between the participants and how the participants accept the dare (facial and verbal expressions); teams – the rest of the class grouped into pairs.

The teacher begins the game by saying to the first pair, "I dare you to toss the water balloon to your partner." (The teacher who doesn't want to accept her own dare might choose to use balls.) The dare continues up and down the row of pairs. When a couple breaks the balloon (or drops the ball), they are out of the game. The game continues until only one team is left. After the game the participants and observers should discuss the following questions:

a) Is there really a winner?
b) How did it feel to be dared?
c) How did it feel to accept the challenge?
d) How did the students feel toward their partners?
e) How did it feel to lose?
f) How did it feel to win?

4 An alternative "I Dare You" game.

Make a Dare Box and in the box put dares on pieces of paper. On the outside of the box put a sign that reads: "Did you ever take a dare? I dare you to take a dare." Tell the children to draw from the box and, without telling anyone, do what the card says. Children should answer these questions to themselves: Did you do what the card said? Why? How did you feel? Did you wish for another card? Should you always do things on a dare?

RIDING AND WALKING SAFELY

Summary of the Telelesson

The telelesson presents an -- at times -- light-hearted look at the serious concern of riding and walking safely. Safety "expert" Professor Oswald Smothers and his guests illustrate safety rules and why they're necessary for safe riding and walking.

Follow-up Activities

1 Divide the class into six groups and assign each the task of making cards, posters and other graphics to illustrate the following riding and walking rules:
   a) Where to Walk
      1 Walk on the sidewalk;
      2 Or on grass, facing traffic.
   b) Walking at Night
      1 Wear light-colored clothes;
      2 Walk where there are street lights;
      3 Carry a flashlight.
   c) Crossing Streets
      1 Cross at corner or crosswalk;
      2 Never cross from between parked cars;
      3 Look both directions before crossing;
      4 Follow signals -- wait until the light is green or the sign reads "walk."
   d) Car Riding
      1 Use seat belts;
      2 Don't roughhouse or distract driver;
      3 Don't play with door handles.
   e) Bus Loading and Unloading
      1 Wait at bus stop;
      2 Don't play in the street;
      3 Get on and off the bus in single file;
      4 Don't push.
   f) Bus Riding
      1 Stay in the seat;
      2 Don't stick arms or head out of the window;
      3 Listen to instructions from the driver.

TAKING CARE OF YOU

Summary of the Telelesson

Basic first aid is the topic of this program. The lesson opens with a series of slides showing various accidents, each of which ends with an adult handling the problem. Viewers are asked what they would do if they had to handle one of these situations. What if no adult was close by? Kathy Kastrick of the American Red Cross demonstrates how to care for a simple cut and a skinned knee. She also stresses the importance of a family first aid kit and shows how to assemble one. Several situations of a person bleeding and of a person not being able to move are presented and suggestions on how to handle each situation are made. Heavy stress is placed on calling for help. This includes dialing 911, stating name, problem and location of accident.

Follow-up Activities

1 Review the procedures taken in cleaning and bandaging a slight cut and a skinned knee. Have bandages, gauze pads, gauze roller bandages, adhesive tape, cotton and soap on hand. Let children practice by applying bandages to each other.

2 Have children bring a container to school: plastic shoe box, cardboard shoe box with lid or coffee can with lid. Have them decorate it to show that it is a family first aid kit. Send them home and urge them to complete the family first aid kit. Later check to see how many really did complete it. Let the children each write their own list of the articles needed for the kit.

Family First Aid Kit

a) Adhesive compresser - bandages of several sizes;
b) Gauze compresses or pads of several sizes;
c) Gauze roller bandages;
d) Adhesive tape;
e) Scissors;
f) Cotton balls;
g) Triangular bandage;
h) Soap

3 Review and discuss what to do when someone is bleeding and when someone has fallen and cannot move. Review dialing 911 for help and the information to give: name, problem, address of accident. Discuss other incidents and try to decide how the situation should be handled.

4 Make posters showing all aspects of first aid from bandaging a minor cut to seeking help by dialing 911.

FIRE -- BE PREPARED

Summary of the Telelesson

The controlled use of fire has brought heat, protection and comfort to humankind for thousands of years. However, fire out of control has destroyed countless lives and property.

The telelesson presents examples of fire hazard situations, illustrates fire prevention procedures and shows steps to be followed in case of a fire.

Follow-up Activities

1 Check with the fire department for any resource information, tours or guest lecturers available concerning fires and fire prevention.

2 Each month Stephen and his family practice their home fire drill. The main objective in this drill is to get out of the house safely. The steps to follow include:
   a) Before you open any door touch it to see if it's warm. If it is warm, the fire is on the other side so *do not* open the door.
   b) If exit is not possible through a door go out through a first floor window. If the window can not be opened, wrap a large object in a towel or large cloth and carefully break the window. In order to exit from a second story, some type of premade rope ladder is advised.
   c) To reduce smoke inhalation, place a handkerchief or any other cloth over mouth and nose.
   d) Pre-arrange a meeting place outside the house so the family can be sure all are outside and safe.

   Have the students describe each of these steps in their own words. Send this information home with an encouragement for parental cooperation to set up a family fire drill plan.

HOME HEALTH HAZARDS

Summary of the Telelesson

The telelesson centers around the Kraft family and the various home health hazards they encounter in one day. Falls at home, electrical shocks and poisonings are highlighted and procedures to prevent or control the hazardous situations are illustrated.

Follow-up Activities

1 Have the students write their own stories describing a hazardous home situation, why it is dangerous and what should be done to correct the situation.

2 The following are procedures to follow to prevent home accidents. Assign one procedure to each student and have him/her illustrate it by creating a poster, drawing a picture or using another art medium.

a) Procedures to follow to prevent falls:
   1 Keep stairs free from toys, etc., at all times;
   2 Keep stairs well lighted;
   3 Keep stairs in good repair;
   4 Keep ladders in good repair; and
   5 Place non-skid material on slippery surfaces.

b) Procedures to follow to prevent electrical shock:
   1 Be sure hands and feet are dry when using electricity;
   2 Do not use any electrical appliance near a bathtub, shower or sink; and
   3 Keep all wiring, plugs and outlets in good repair.

c) Procedures to follow to prevent home poisonings:
   1 Never put anything in your mouth that is not meant to be eaten or drunk;
   2 Store all poisons out of reach of children;
   3 Label all poisons; and
   4 Know what things in your home are poisonous.

FUN IN THE SUN

Summary of the Telelesson

Summer is a time of increased outdoor fun and activity. However it's also a time when many accidents occur. The telelesson focuses on swimming and bicycling safety. Examples of safe and unsafe behavior are presented as well as an illustration of how attitude and behavior can either lead one toward or away from an accident situation.

Follow-up Activities

1 In the telelesson, Gloria performs a bicycle pre-ride check-up. She tests the brakes, light, reflectors, chain and tires. Prepare a check list for the students and ask that they perform the inspection on their bicycles.

Bicycle Pre-ride Check List

a) Light. Is it working properly? Yes____No____
b) Brakes. Are they tight and in good condition? Yes____No____
c) Chain. Is it adjusted so it is not too loose? Yes____No____
d) Tires. Do they have the proper amount of air? Yes____No____
Are they in good condition? (not thread-bare) Yes____No ____

Ask the students to report on the results of their inspection. Follow up the activity if the students checked no, indicating their bicycles are not in good, safe condition.

2 The telelesson identifies rules for safe swimming. These included:
a) Never run in a public pool area;
b) Don't play on the diving board;
c) Don't push or pull others under the water;
d) Swim with a partner, never alone; and
e) If you don't have swimming skills, take lessons and learn to swim.

Have each student imagine he/she is in charge of swimming pool safety and add to or alter the above list of rules. He/she must identify a rule and explain why it is necessary. For example: No food or drink in the pool area. This is necessary to keep the area clean and prevent someone from stumbling or cutting themselves on an empty pop can.

YOU BELONG

Summary of the Telelesson

"You are a part of all that you see" is the theme of a visual essay that explores the vital connections between human beings and their surroundings. Scenes of city life with high-rise apartments, freeway traffic and urban sprawl are intercut with rural landscapes. A camping experience brings the manifold facets of nature into focus.

Throughout the program the intricate balance of environmental elements reveals " . . . how every living thing borrows from something else." Because everything in creation has its own function, man must learn carefully what to preserve and what to destroy.

Follow-up Activities

1 Take a walk in the neighborhood of the school; make no real effort to name plants or animals, but let children express, in any way, their pleasure at what they see. You may want to call attention to this bird or that tree, but only in relation to sharing discoveries. Have them keep a list of those things they would like to preserve in their local area.

2 Some children may want to bring in shells or things from the sea. Emphasize the enjoyment of sharing treasures.

3 Take a walk on a rainy day; it is the perfect time to feel fresh and alive. Ask students to be aware of color, sound, etc., and of their feelings as they take the walk.

This activity can help students learn about relationships or the lack of relationships among elements in nature. It also can be an exercise in creativity and perceptiveness. Each member of the group selects a name representing an element in nature: wind, trees, flowers, leaves, grass, birds, clouds, ocean, mountain, sun, snow, ice, sand, river. Each child is then asked to be that element. (Note: If there are many children, two or three can select the same one.)

Ask the children to pair off and work out a skit, pantomime, dance, etc., to express the relationship between the items they represent. Have the pair find a comfortable place in the room and start working. They are to return to a central place when they finish; each pair presents its "act" to the others. A discussion may follow.

Once this has been done, have the children form groups of threes. They may select new items, or use the same ones they had before. They are now to work out the relationships among the three items in the form of a dance, a skit, etc. Again, the teams make their presentation to the group. A discussion may follow.

JUST ONE PLACE

Summary of the Telelesson

Kevin has always taken the run-down city neighborhood where he lives pretty much for granted. His attitudes start to change, however, when he goes off with his 4-H club on a week-long camping trip in the country. For the first time in his life he encounters the unspoiled beauty of green open fields, clear streams and wild flowers. The experience moves him to think about his own environment, and he talks it over with Jimmi, the club's adult leader, who tells him that the easiest way to make the city better is to find "just one place" and make it beautiful.

Kevin follows the advice and starts looking for that one place. He finds some children who are working together to clean up a lot, and they tell him that they're going to plant a garden so that they can raise and sell vegetables in the fall. Kevin decides to help them out, and one of the girls, Marinda, shows him how to plant seeds.

Later in the summer the garden has become a reality. Kevin is intensely proud of the accomplishment, and Jimmi is an admiring observer of the project. But Kevin's fortunes change suddenly, when one night some older boys, messing around on their way home, run through the garden and thoughtlessly tear it up. The children discover the mischief the next day and, angered and depressed by the senseless destruction of something they've worked long and hard to create, Kevin and Marinda talk over with Jimmi whether it's really worth the effort to try again next year.

Follow-up Activities

1 If you can, plan to grow flowers the year around. Ask your principal for an area on your playground. You could also grow plants and even a garden within your own classroom.

2 If it is possible, study the environment in the city or the country. For city youngsters focus attention on problems of city planning, garbage disposal, water supply, air and water pollution, ghettos, parks and empty lots. For children in rural areas, concentrate on soil conservation, use of nitrogen fertilizers, multiple-use recreational areas, clear-cut logging and similar topics.

   Have the children act out how they would react to nature if they lived in the city or if they lived in the country. (If the child lives in a rural area, he should be encouraged to play the part of a city dweller reacting to some aspect of nature and vice versa.)

3 An exciting project with dried plant materials is "nature weaving." Drive 10 finish nails about an inch apart in both ends of a wooden box. Tie yarn, jute or string to the first nail. Stretch it across the box and wrap around opposite nail. Go back and forth to form a grid. Tie the yarn around the last nail. Now weave the same or different colored yarn over and under the warp to make the weft or cross threads. Vary the weft by weaving in grasses or other plant materials, then some other color of yarn and different plant material. Every piece will be different. If the plants turn brown or change color, it will only enhance an appreciation of nature's color tones. Ferns, stems of all kinds, sticks, grasses, roots, shells, beads, feathers, flowers can be woven, sewn or glued into the weaving. Fringes of jute or yarn can be added to the finished piece.

4 Using brayers (rollers), block-printing ink, acrylics or watercolors and paper (construction paper, tagboard or charcoal paper), make simple prints of natural objects. Keep half the brayers clean and use the others to ink sturdy ferns or grasses. Lay the inked plant on paper, ink-side down. Lay a clean sheet of paper or newspaper over the top and roll firmly with the clean brayer. Lift fern and look. Add another grass and ink again. Make an all-over pattern.

5 Because all children cannot experience a camping trip, try a camp cook-in at school. From camp recipes prepare different foods you could cook while camping. For example, campfire stew (hobo stew), rice, biscuits, baked beans, fish, pancakes.

   If you really wanted to get in the spirit of things, you could have a camp day at school or a cook-out on the school grounds or in a park. Have each child bring a vegetable to add to the hobo stew. After the vegetables are prepared and boiling on a hot plate or grill, the stew can be flavored by adding bouillon cubes or hamburger. Or, using donated foods, prepare pancake mix and serve a stack of hot cakes. You could make simple sugar syrup, homemade jam and homemade butter.

ECOLOGY

Summary of the Telelesson

Ecology as it exists in a natural forest environment is observed in this program. Ecology is the relationship of all living things to their environment. A short trip through Fontenelle Forest, a natural environmental forest located southeast of Omaha in Bellevue, Nebraska, directs the viewers' thoughts toward nature. Much of the film involves observing different plant and animal life found in the forest. James Malkowski, executive director of the forest, explains in detail how all living things, including man, depend upon their environment. He discusses the wild animal cycle, the water cycle and the human life chain, all of which make up the food chain and which directly affect man. Human dependance on air, soil and water is also explained. Malkowski explains that pollution is really only an end product, the result of man's misuse of the environment.

Follow-up Activities

1 Divide into four groups and make a frieze showing: the wild animal cycle; the water cycle; the human life cycle; the food chain which incorporates the three other chains.

2 Discuss what third graders can do to help improve the environment. List the ideas suggested. From these ideas let the children choose group or individual projects. This may be something like picking up all trash seen, collecting newspapers, cans, etc., or educating others about ecology by talking to people or placing posters in store windows. Have an ecology week when everyone concentrates on his/her project. Be sure to evaluate what was done through discussion or by having the children keep logs.

3 Discuss the endangered species. Begin with a discussion of the dinosaur and why it became extinct. Review the sand hill crane and the wild goats of Africa which were discussed in the telelesson. Let the children find other endangered species and report on them. For example, the whooping crane and parrot.

4 Discuss the importance of water. Include the use of water in the home, in industry, for recreation and for food production. Explore the new challenge mankind faces of insuring that there will be plentiful fresh water supplies to meet people's needs.

5 Visit a water purification plant or invite a water department representative to discuss water purification with the class.

6 Discuss garbage and waste disposal problems faced by urban areas. Include junk yards, land fills, etc. in your discussion. Stress that rats, mice, roaches and flies thrive on wastes and garbage.

7 Discuss the work being done to prevent pollution of recreational and camping areas. Let students make posters showing how to help maintain these areas.

SAFE TO EAT

Summary of the Telelesson

A father is fertilizing his lawn when his son comes home from playing with a friend. The son asks what he is doing. Dad explains and relates what he is doing to the way a farmer uses fertilizer. He then compares last year's garden - how the soil was prepared, the tomatoes planted and finally harvested – to the way farmers grow crops. He points out various regulations imposed by the United State Department of Agriculture to insure that a farmer's crops are safe to eat. The father and boy also talk about regulations related to growing and handling fresh fruits and vegetables, and regulations the dairy farmer must comply with.

Follow-up Activities

1 Investigate fertilizer and insecticides further. Study insecticide labels. Stress the importance of carefully following directions. Stress that insecticides are also used on lawns, flowers, vegetables. Discuss why it is necessary to use insecticides. Could farmers produce enough food to feed people if they stopped using insecticides and/or fertilizers?

2 Review how the farmer prepares the soil and plants the crops. Discuss the fertilizer he uses and the regulations concerning insecticides which help insure that the crops he grows are safe to eat. This would be a good time to encourage children to plant their own garden; or start some type of a small garden in the classroom, possibly in a large planter or window box.

3 If possible, visit a wholesale fruit and vegetable warehouse. If none is available, visit a nearby grocery and find out how the grocer helps keep produce fresh and safe to eat.

4 Develop a class bulletin board on the farmer, fruit and vegetable grower, wholesaler and dairyman and the regulations each follows to help insure that the food produced is safe to eat.

5 Have the children write individual stories beginning, "I know the food I eat is safe because ——."

6 Develop a group mural on the dairyman. Show the milking parlor, milking machines, pipes leading to the storage tank, cleaning and sterilizing the pipes, transfer to the tank truck and the city dairy.

7 Have children bring toy farm machinery to school. Fill a large box with sand or dirt and let them experiment with the equipment.

8 Review where bananas, apples and some vegetables are grown. Let each child choose a state and have him find out the most important food products his state produces. Develop a map of the United States, putting the main food products produced there inside the state.

9 Discuss how fruit and vegetables get from where they are grown to Nebraska. Stress that trucks are used. Bananas, after being picked, are put into piggyback trucks. They are then sent by ship to places like Galveston, Texas. After being unloaded they are hooked onto a truck and brought to Nebraska.

THE INSPECTORS

Summary of the Telelesson

Hermie and Hilda are food inspectors. Hermie is a veteran and Hilda is just learning the business. Viewers follow them on an inspection of a pasta processing company and Hermie and Hilda discuss Food and Drug Administration regulations which help to insure that the consumer buys clean, healthful foods produced in other food processing industries; these include bread, meat, milk and cereal. Packaging and labeling of products and the requirements in these areas are also discussed.

Follow-up Activities

1 Discuss the various precautions the food processor takes to make sure he produces a clean, healthful product. Include the spraying of buildings and rodent control; regulations for workers such as clothing, hair protection and jewelry rules; the cleaning and sanitizing of machines.

2 Discuss how food is packaged. Stress that much of the packaging is done by machine. Recall from the program the ways machines fill and seal bags, or take flat boxes, seal the bottoms, fill them and then seal the tops. Examine several types of packages to determine how the packaging was done.

3 Discuss labeling of food products. Stress that most labels must contain weight, ingredients and any enrichment. Talk about what nutritional labeling is and what really must be included on a label. Examine several types of labels. You might develop a bulletin board around package labels the children bring from home. PLEASE NOTE: You will want to check current laws about nutritional labeling before discussing this.

4 As a class, write a story, "I know my food is safe to eat because . . . ." Have the children cite examples of things food processors are required to do.

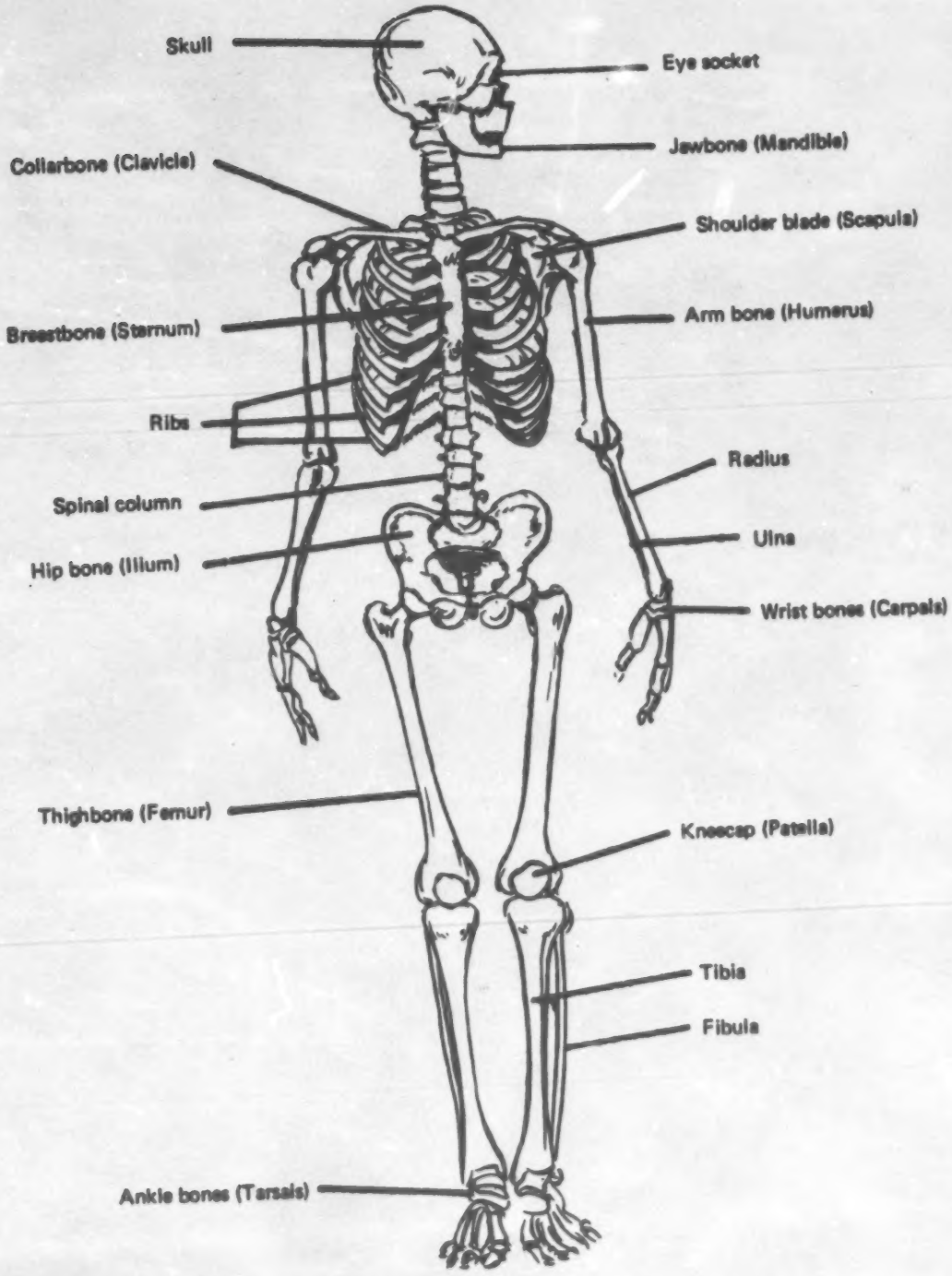
5 Visit a dairy. Observe the pasteurization of milk. Later discuss the contributions of Louis Pasteur. Also discuss the types of milk and the amounts of butterfat in each. (Skim – .5 per cent of 1 per cent, lowfat – 2 per cent, whole – 3.25 per cent, half and half – 10.5 per cent, light cream 18 per cent, and whipped cream – 28 per cent.)

6 Discuss ways grandparents or other older persons preserved food. Include salting and smoking meat and home canning. Discuss home canning as compared to canning in factories. Talk about the special precautions which must be taken to insure that food is properly sealed. Discuss how canneries number their products so that if some product is found to be bad it can be recalled by that series number. Discuss botulism, a poisoning resulting from a bacillus which is sometimes found in improperly canned or preserved food.

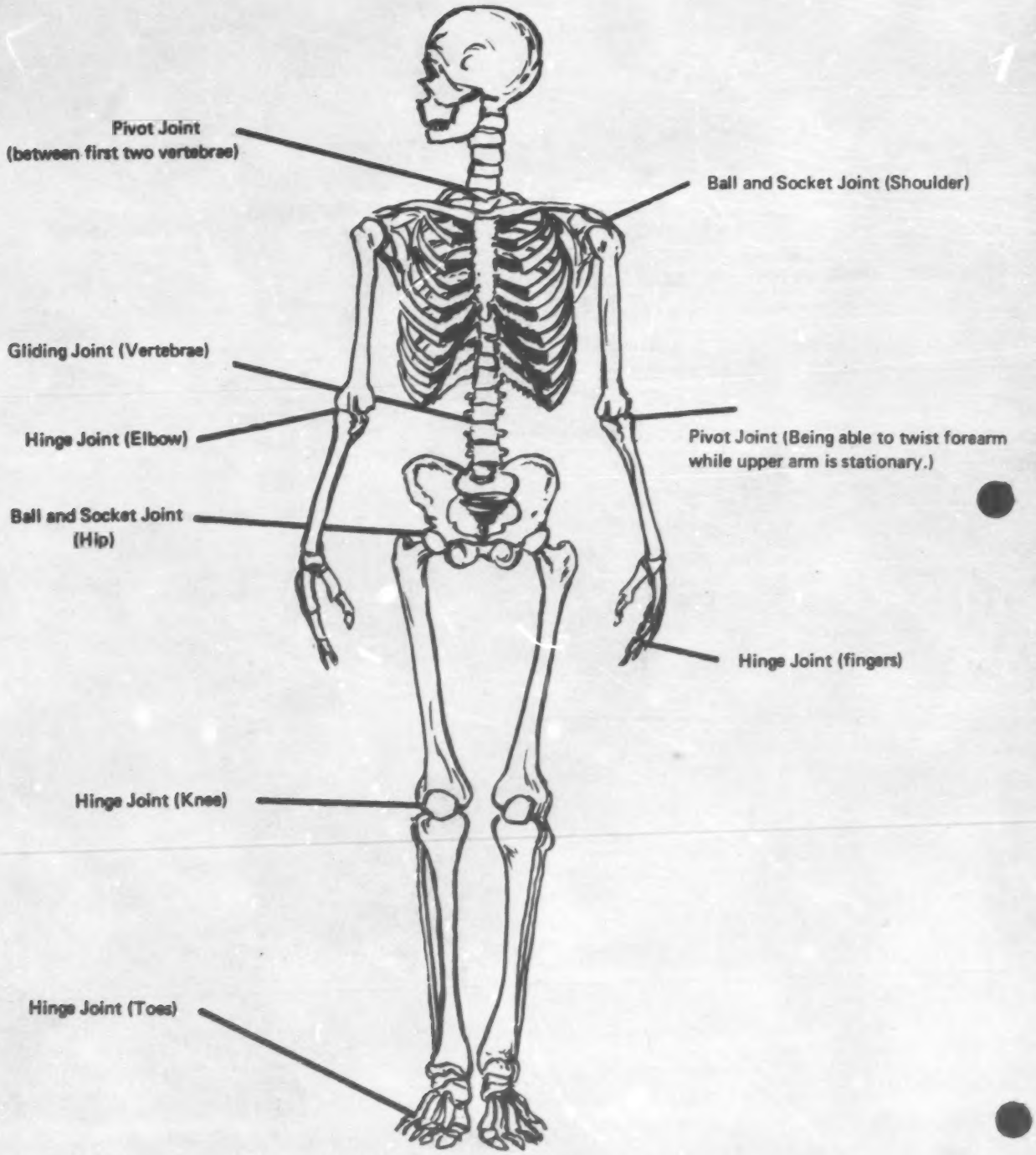
7 Discuss various ways of processing and preserving food. Include drying, canning and freezing. Have the children write reports describing the process involved in doing each of these.

8 Let each child choose a food industry and research how the industry processes it product and the protective measures it takes in processing it.

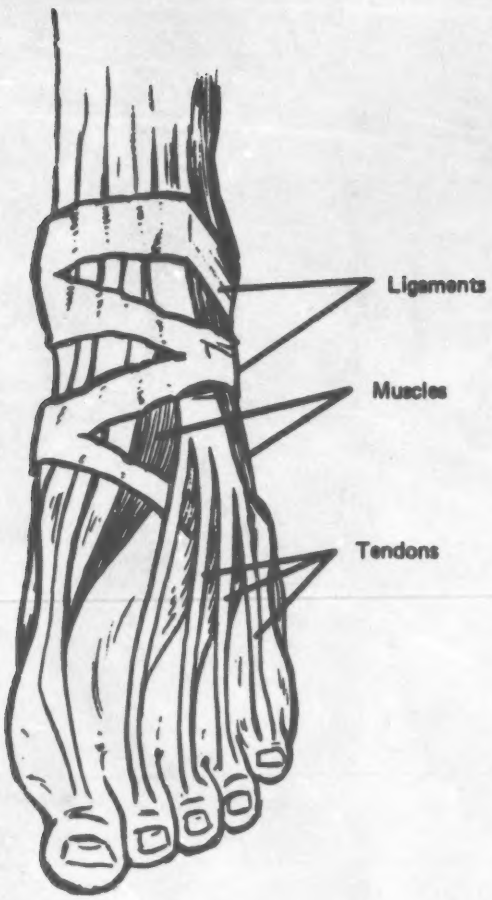
SKELETON


Skull
Eye socket
Jawbone (Mandible)
Collarbone (Clavicle)
Shoulder blade (Scapula)
Arm bone (Humerus)
Breastbone (Sternum)
Ribs
Radius
Spinal column
Ulna
Hip bone (Ilium)
Wrist bones (Carpals)
Thighbone (Femur)
Kneecap (Patella)
Tibia
Fibula
Ankle bones (Tarsals)

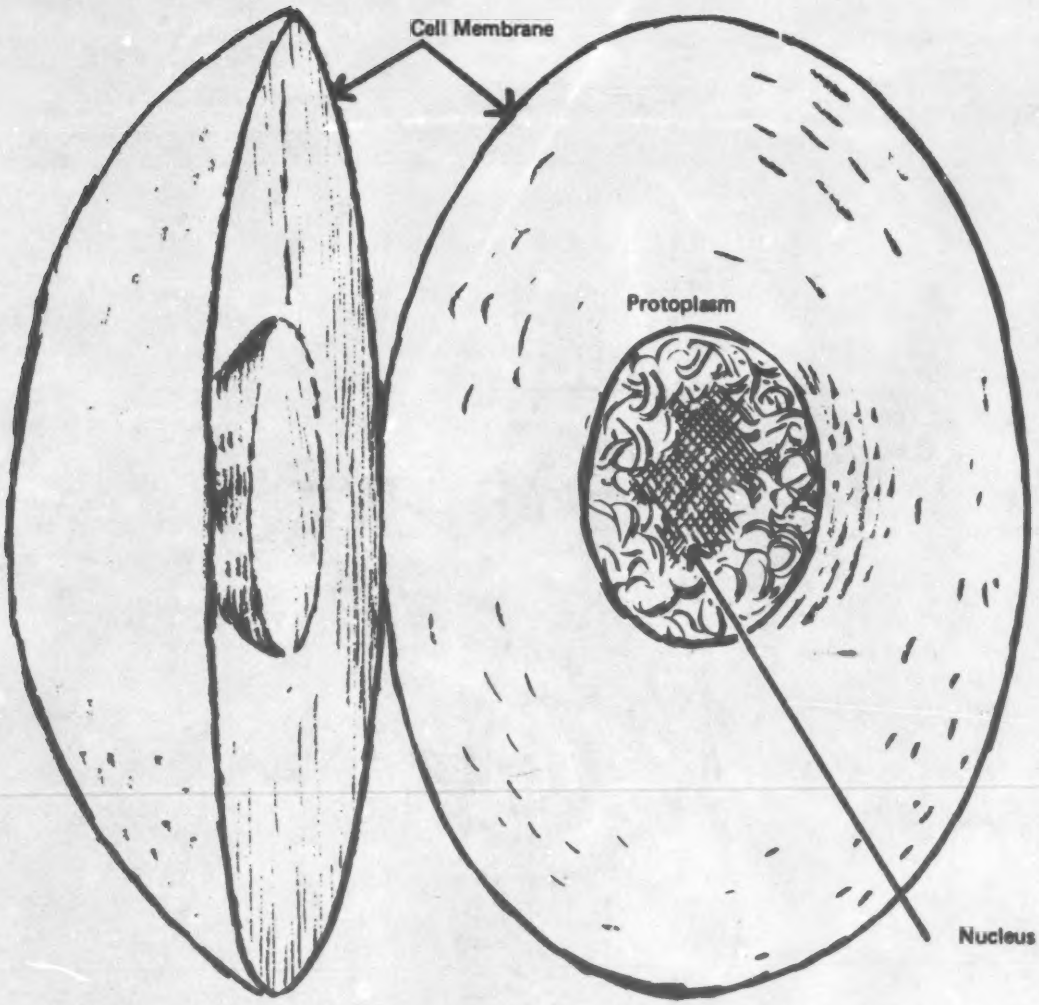
JOINTS


Pivot Joint
(between first two vertebrae)
Ball and Socket Joint (Shoulder)
Gliding Joint (Vertebrae)
Hinge Joint (Elbow)
Pivot Joint (Being able to twist forearm while upper arm is stationary.)
Ball and Socket Joint
(Hip)
Hinge Joint (fingers)
Hinge Joint (Knee)
Hinge Joint (Toes)

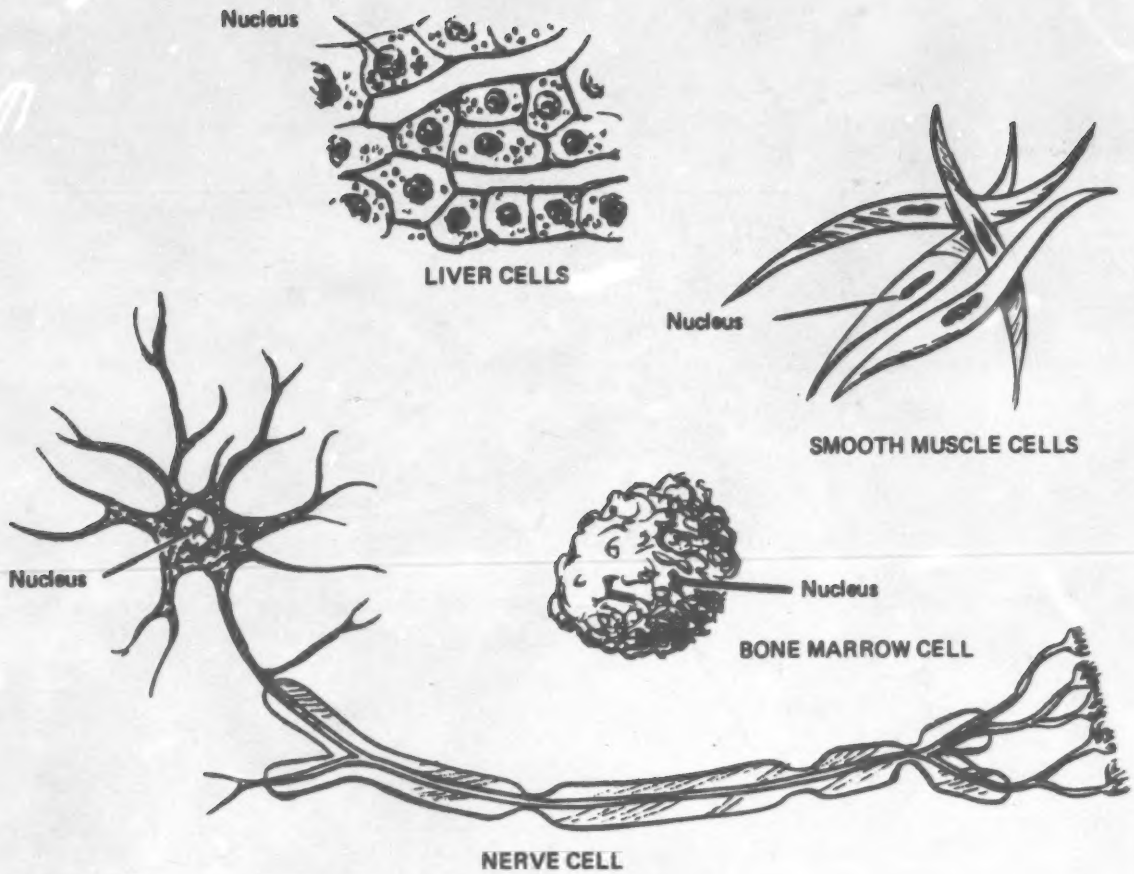
TENDONS AND LIGAMENTS



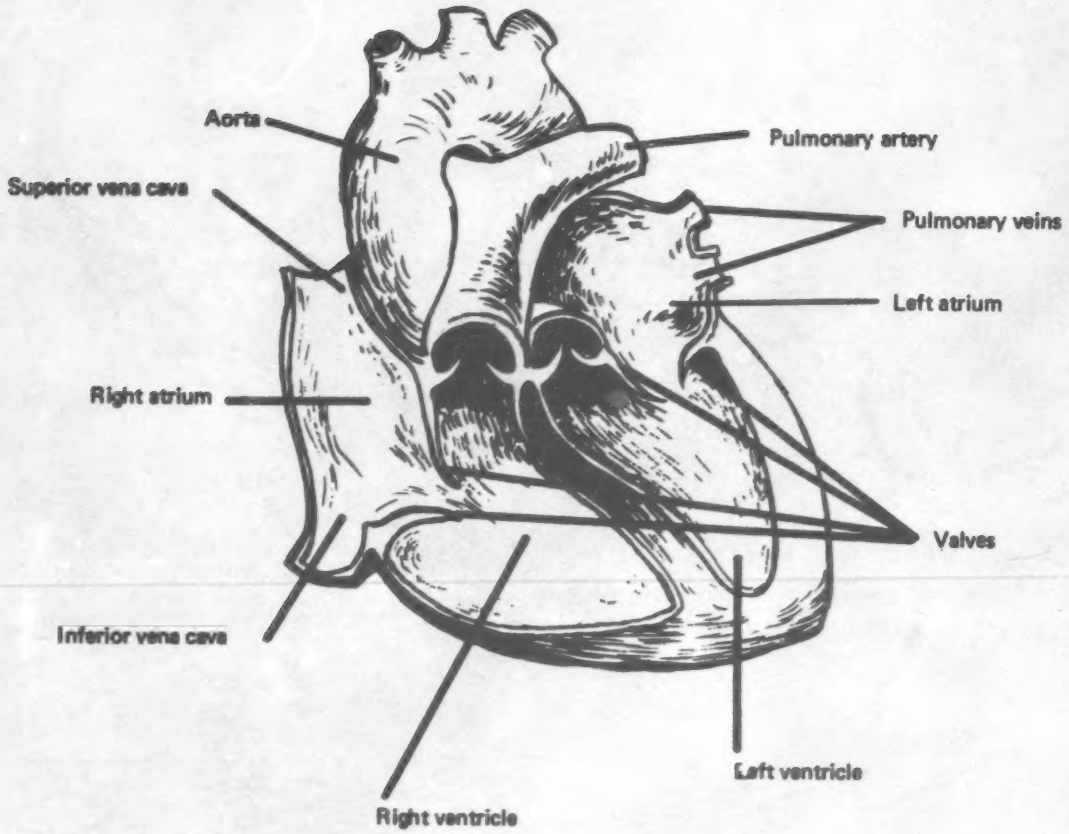
A Cell and Its Main Parts



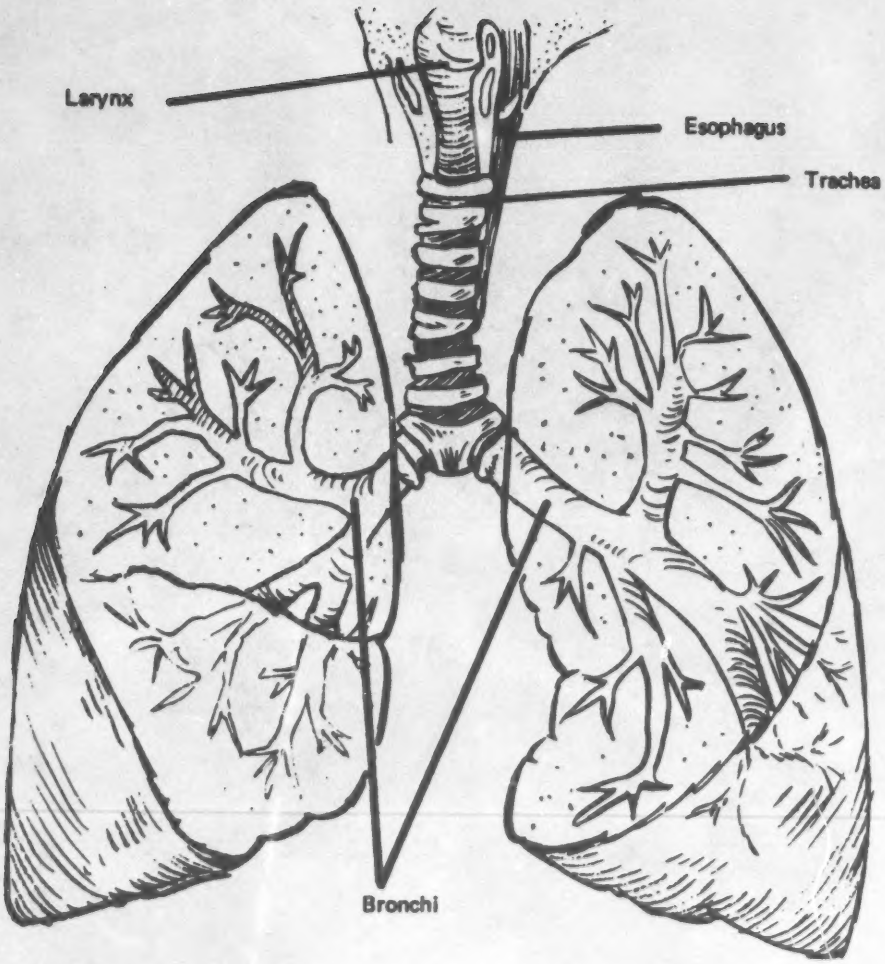
DIFFERENT KINDS OF CELLS



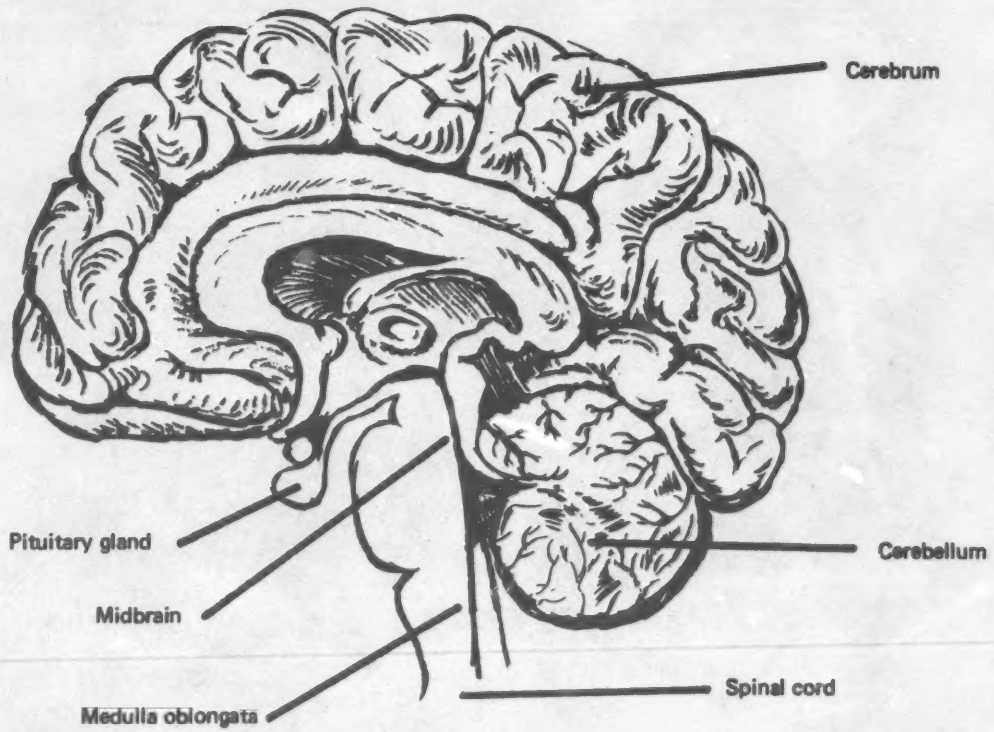
HEART


Aorta
Pulmonary artery
Superior vena cava
Pulmonary veins
Left atrium
Right atrium
Valves
Inferior vena cava
Left ventricle
Right ventricle

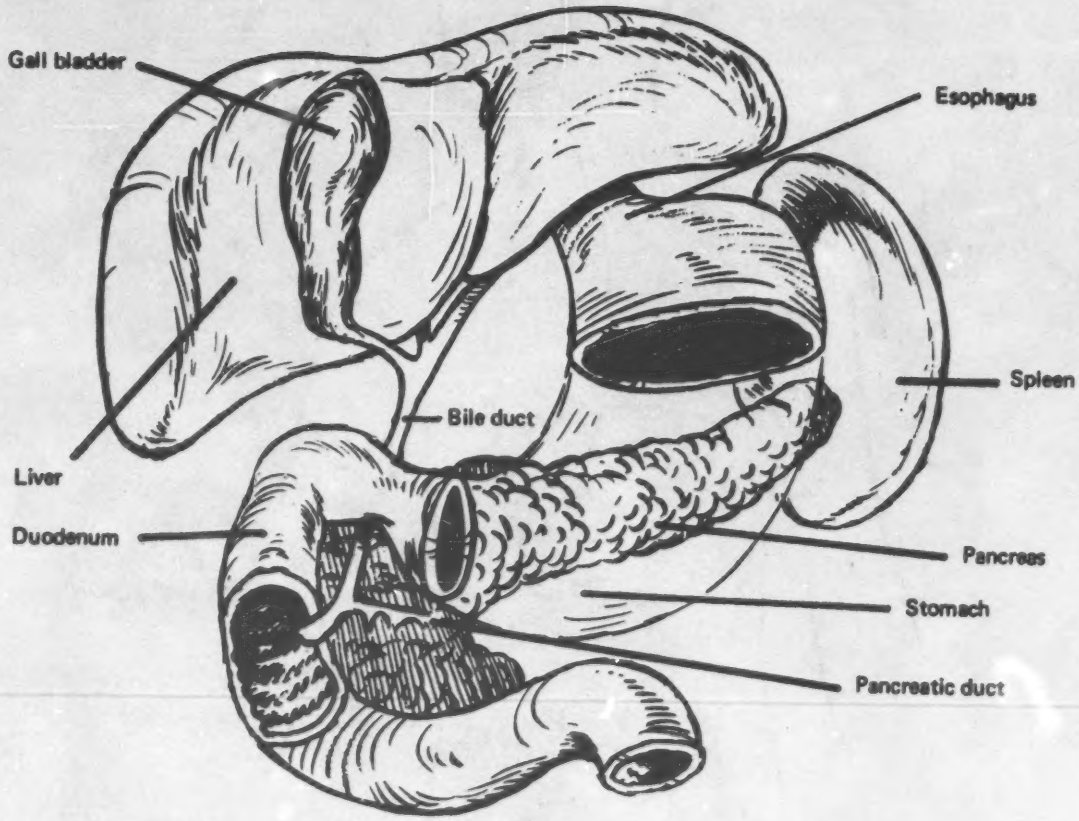
LUNGS



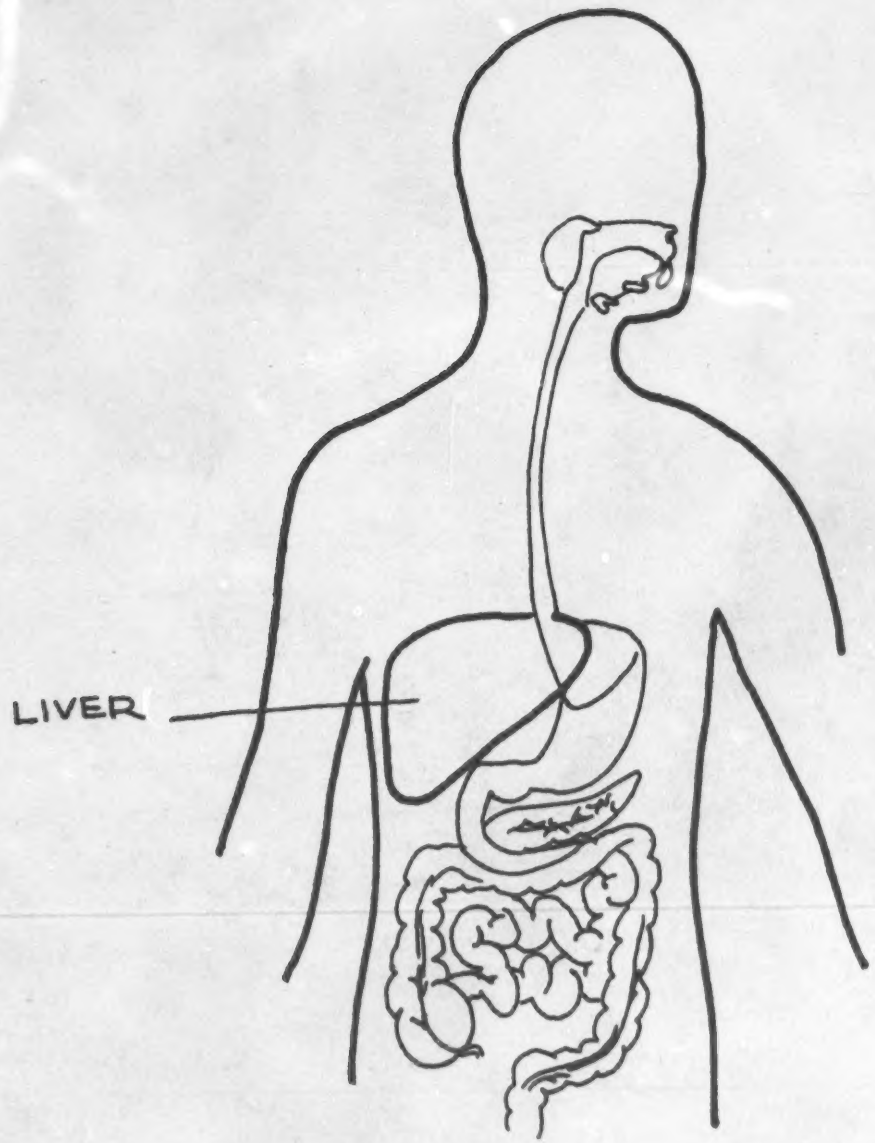
BRAIN


Cerebrum
Pituitary gland
Midbrain
Medulla oblongata
Cerebellum
Spinal cord

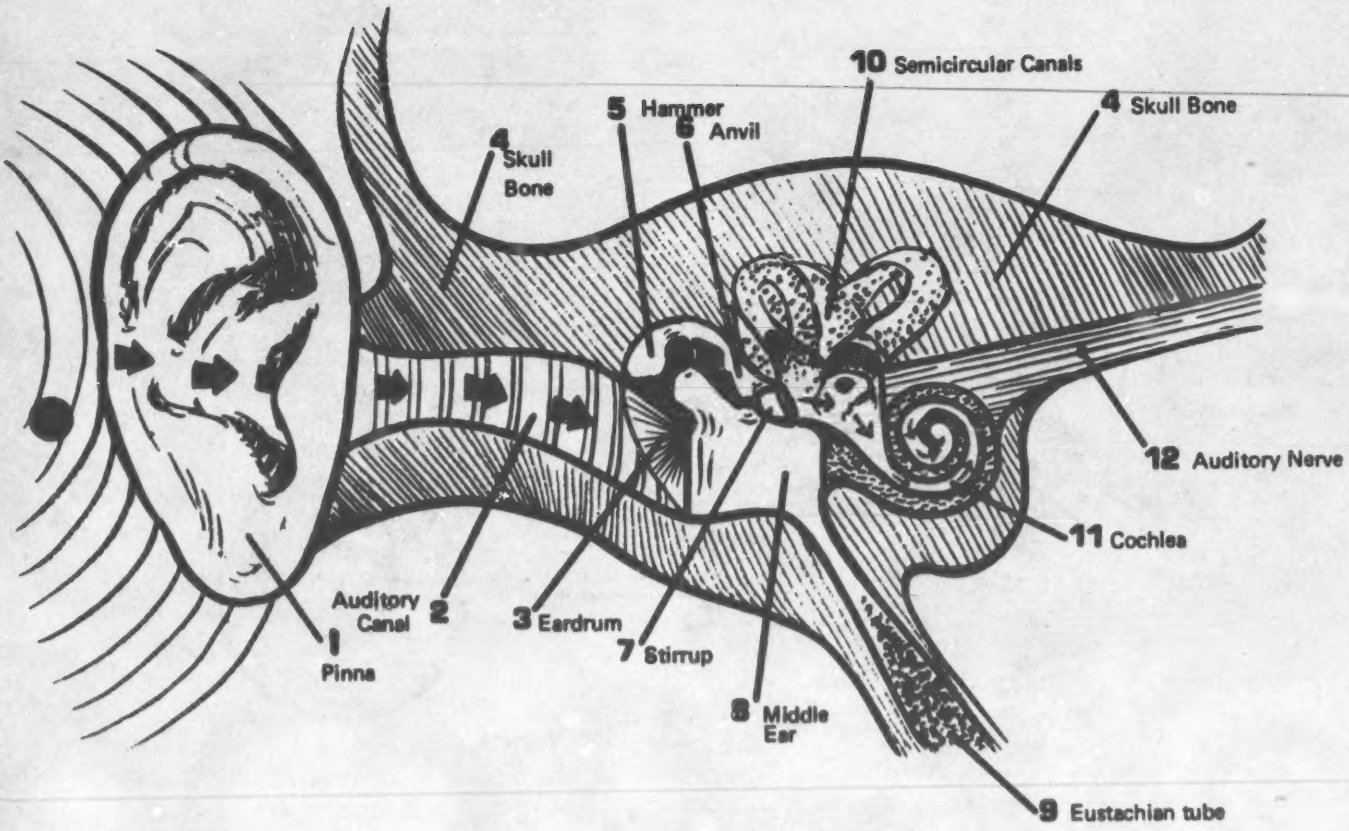
STOMACH


Gall bladder
Esophagus
Spleen
Bile duct
Liver
Duodenum
Pancreas
Stomach
Pancreatic duct

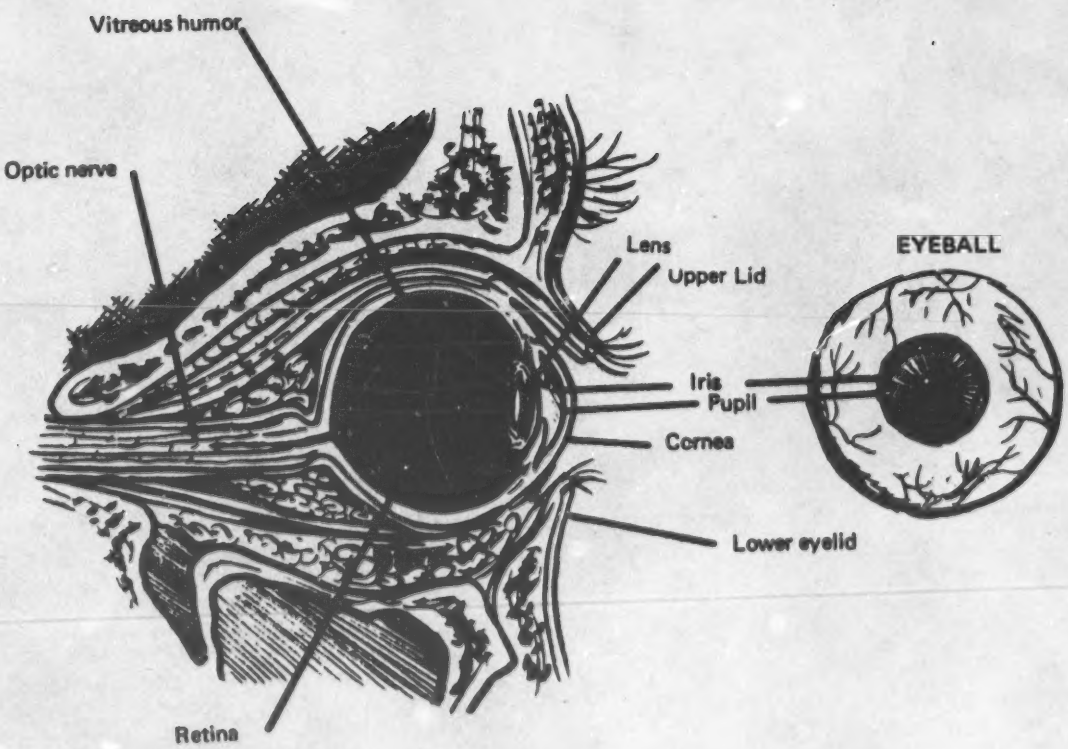
LIVER



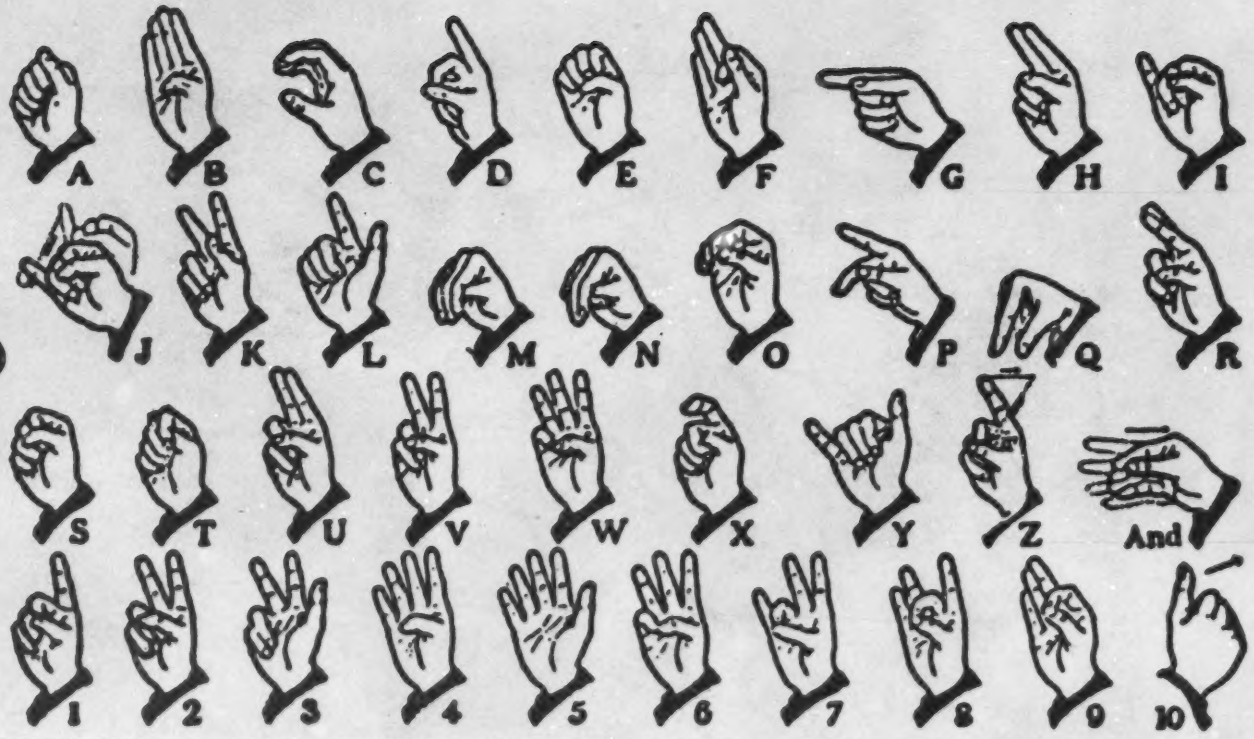
EAR


10 Semicircular Canals
5 Hammer
6 Anvil
4 Skull Bone
4 Skull Bone
12 Auditory Nerve
11 Cochlea
Auditory Canal
2
3 Eardrum
7 Stirrup
1 Pinna
8 Middle Ear
9 Eustachian tube

EYE

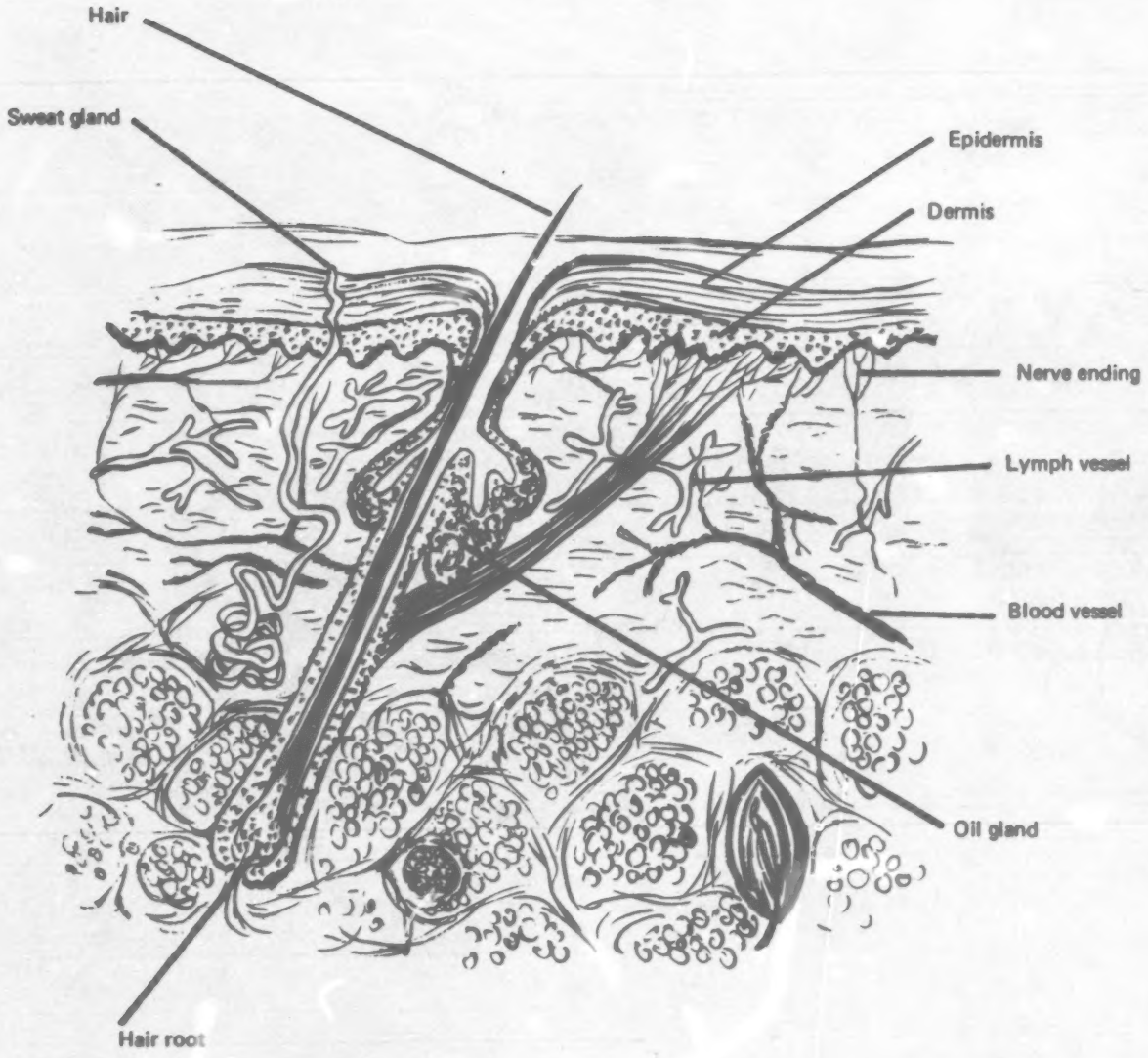

Vitreous humor
Optic nerve
Lens
Upper Lid
EYEBALL
Iris
Pupil
Cornea
Lower eyelid
Retina

SIGN LANGUAGE CHART

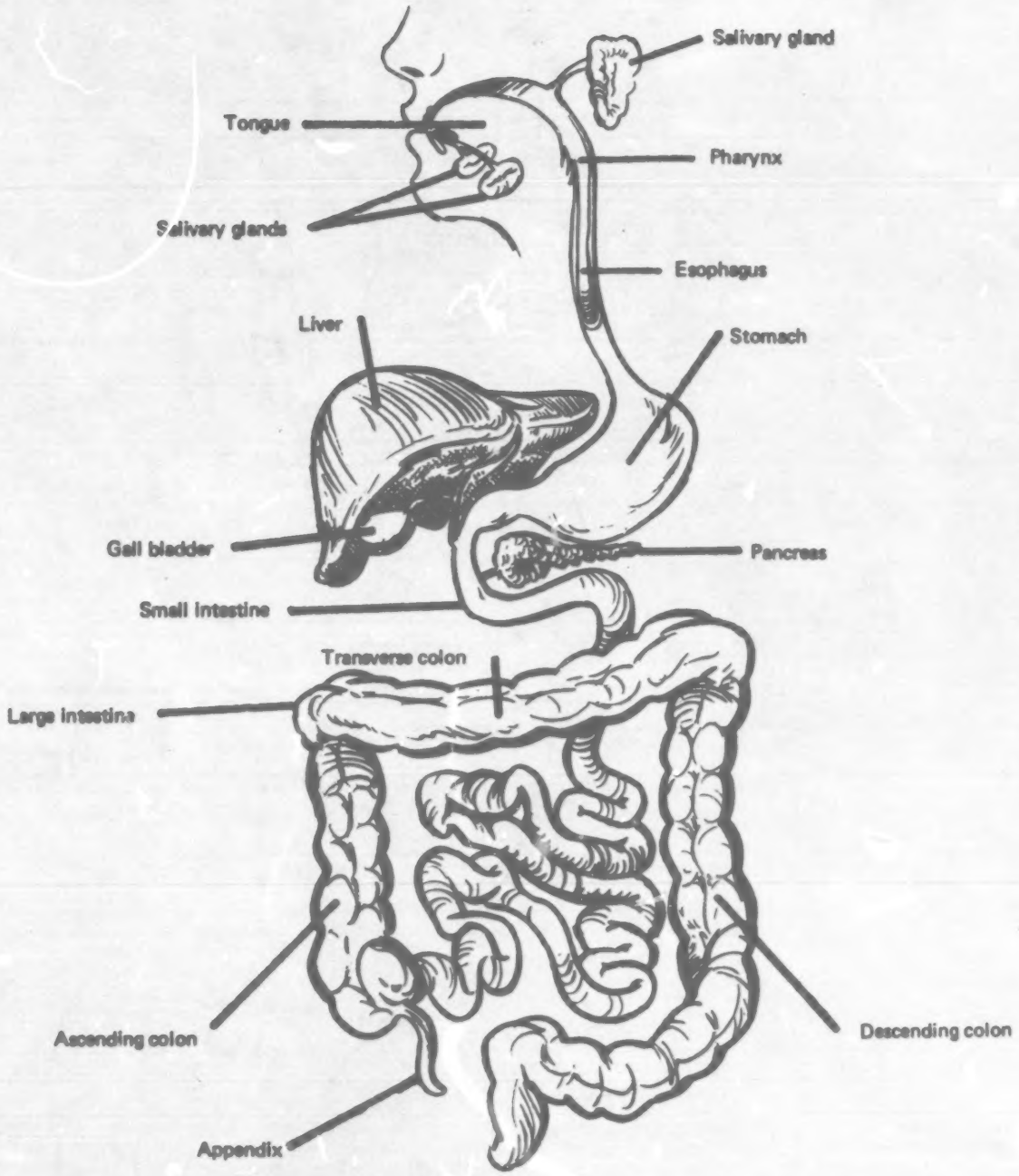


American Manual Alphabet of the Deaf

VIEW OF SKIN


Hair
Sweat gland
Epidermis
Dermis
Nerve ending
Lymph vessel
Blood vessel
Oil gland
Hair root

DIGESTIVE SYSTEM



Problem-Solving Poem A

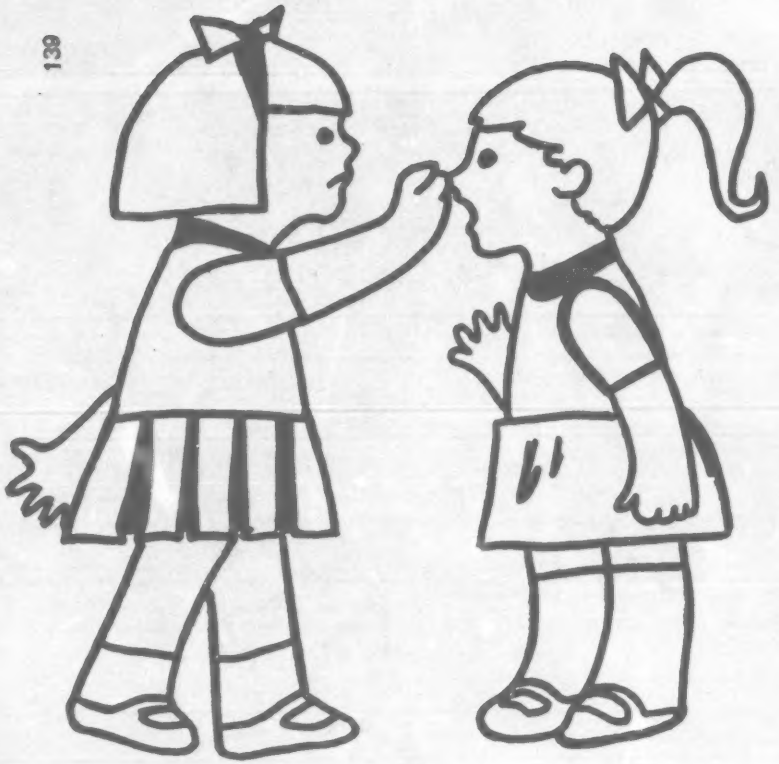
MY PROBLEM IS MY BROTHER, JIM.
I HAVE TO SHARE MY ROOM WITH HIM.
HE TEARS MY BOOKS. HE LOSES TOYS.
HE MAKES A MESS AND LOT OF NOISE.

EVERY TIME I TELL MY MOTHER
SHE SIGHS, "BE PATIENT WITH YOUR BROTHER."
I'M TIRED OF TROUBLE A BROTHER BRINGS
WHAT CAN IT DO TO SAVE MY THINGS?

A THIRD-GRADE BOY LIVES DOWN OUR STREET.
HE'S SOMEONE THAT I HATE TO MEET.
HE'S ALWAYS PICKING FIGHTS WITH ME
BECAUSE I'M NOT AS BIG AS HE.

HIS TWO BIG BROTHERS, MIKE AND TIM.
DON'T EVER WANT TO PLAY WITH HIM.
THEY'RE BIG AND TOUGH AS THEY CAN BE.
WHY CAN'T HE FIGHT WITH THEM--NOT ME?

Problem-Solving Poem B



SUSAN SHOUTED AT HER MOTHER.
"I DON'T LIKE OUR BABY BROTHER.
ALL HE DOES IS KICK AND CRY.
YOU PICK HIM UP TO FIND OUT WHY.

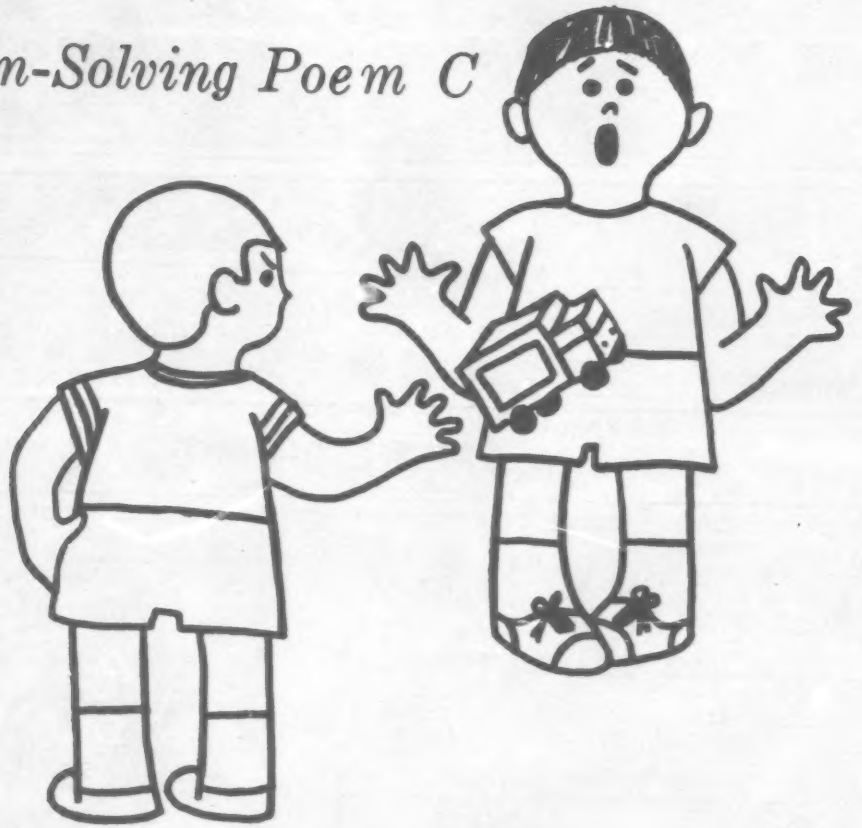
YOU PLAYED WITH ME BEFORE HE CAME.
NOW NOTHING SEEMS TO BE THE SAME."
WHAT MIGHT MAKE SUSAN FEEL THAT WAY?
WHAT DO YOU THINK HER MOM COULD SAY?

THIS MORNING PEGGY KNEW THAT SHE
FELT GROUCHY AS A GIRL COULD BE.
ONE SHOE WAS HIDING UNDER THE BED.
SHE REACHED FOR IT AND BUMPED HER HEAD.

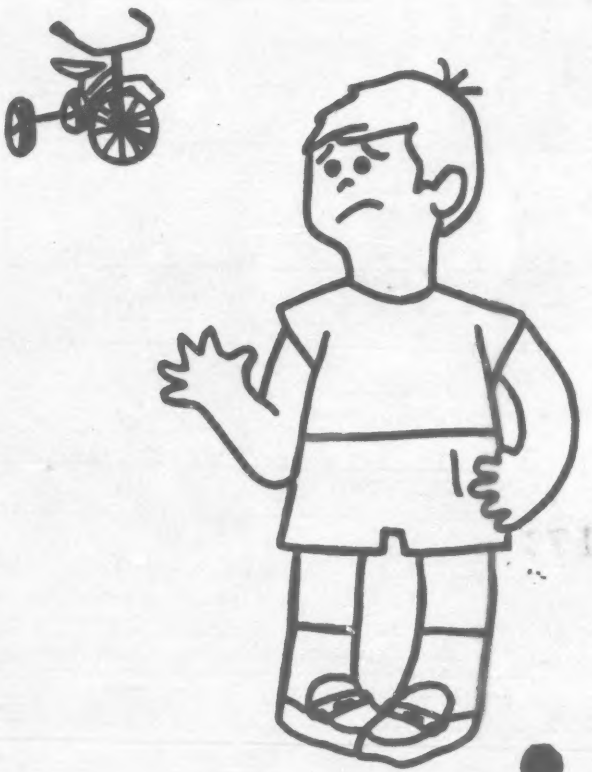
SHE HAD NOT BREAKFAST, SHE WAS LATE.
SHE KNEW THE SCHOOL BUS WOULDN'T WAIT.
AT SCHOOL SHE HAD A FIGHT WITH ROSE.
SHE PUNCHED MIRANDA IN THE NOSE.

WHAT'S THE TROUBLE WITH PEG TODAY?
WHY DO YOU THINK SHE FELT THIS WAY?
HOW COULD SHE SOLVE HER PROBLEM?

Problem-Solving Poem C



GEORGE IS MY FRIEND.
I LET HIM PLAY
WITH MY NEW TRUCK
A WHILE TODAY.
WHEN I WANTED IT BACK
HE GOT MAD AS COULD BE.
HE TOOK MY NEW TRUCK
AND THREW IT AT ME.
WHAT COULD I DO?
WHAT MIGHT I SAY?
SO GEORGE WILL SHARE
AND WE CAN PLAY?



THE KIDS NEXT DOOR
JUST DON'T PLAY FAIR--
THEY USE MY BIKE
WHEN I'M NOT THERE.

THEY DON'T PUT IT BACK
WHEN THEY ARE THROUGH
AND I GET IN TROUBLE.
WHAT CAN I DO?

Problem-Solving Poem D

I'M IN BETWEEN
AND IT'S PLAIN TO SEE
IT ISN'T FUN
TO BE JUST ME.

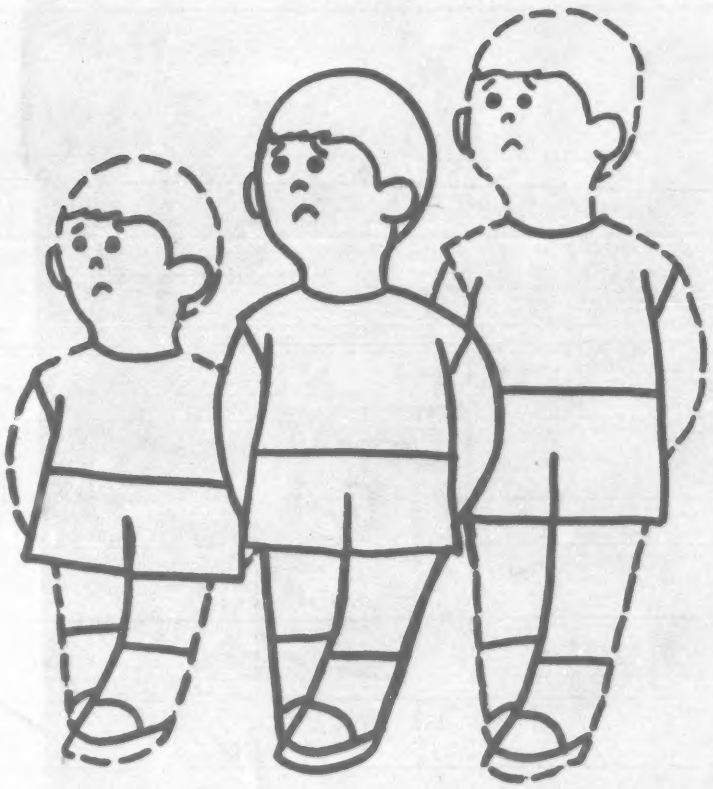
JAMIE'S THE OLDEST
THIS MAKES ME MAD.
HE STAYS UP LATE,
AND HE FISHES WITH DAD.

SUE IS THE BABY.
THEY THINK SHE'S CUTE.
THEY FUSS OVER HER--
I DON'T GIVE A HOOT.

SOME THINGS I DO
WILL MAKE DAD SAY
"YOU'RE MUCH TOO BIG
TO ACT THAT WAY."

BUT IF I WANT
TO STAY UP LATE
"YOU'RE MUCH TOO LITTLE."
I NEVER RATE.

TOO BIG? TOO LITTLE?
HOW CAN IT BE?
HOW MIGHT YOU FEEL
IF YOU WERE ME?



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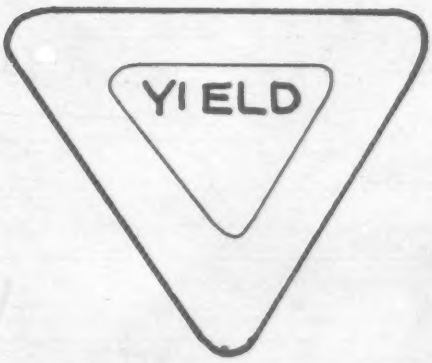

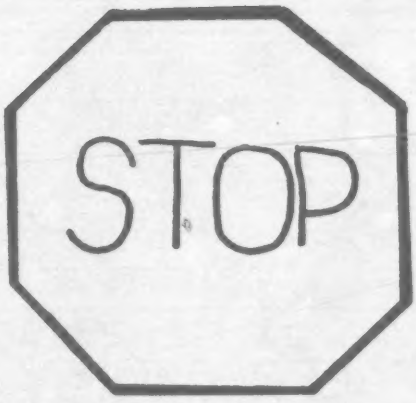

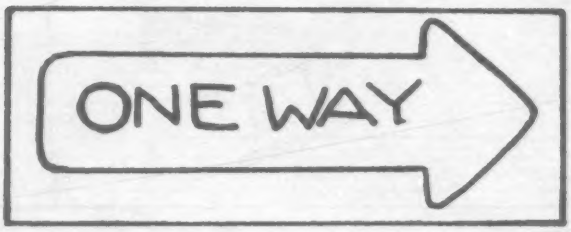

TRAFFIC SIGNS

Appendix C

The Nebraska health-related agencies and organizations listed below have free or inexpensive printed material available.

Hints on ordering materials:

1 Do not simply write the agency requesting "everything you have about _____."

2 To help assure a fast response, request materials by correct title or name of publication, film, pamphlet.

3 Most of these agencies have a catalog or listing of materials they make available. Teachers should request a current catalog or materials list so they may identify titles, cost (if any), and if materials are available in classroom quantities.

Nebraska Heart Association, 3624 Farnam St., Omaha, Nebraska.
--Pamphlets, wall charts and other printed material on heart physiology and heart problems; teacher and student resources.

American Cancer Society, Nebraska Division, 6910 Pacific, Overland Wolf Center, Suite No. 210, Omaha, Nebraska.
--Printed materials on smoking and cancer; teacher resources.

American Lung Association of Nebraska, 406 WOW Bldg., Omaha, Nebraska.
--Charts and other printed material on anatomy and physiology, smoking and disease control; teacher and student resources.

Nebraska Department of Public Institutions, P.O. Box 94728, State Capitol, Lincoln, Nebraska.
--Printed materials on school health environment, mental health and chemical substances; teacher resources.

Nebraska Department of Health, Lincoln Bldg., Lincoln, Nebraska.
--Printed materials on community health, dental health and nutrition; teacher and student resources.

Nebraska Society for the Prevention of Blindness, 120 South 42, Lincoln, Nebraska.
--Printed materials on safety and school health services; teacher and student resources.

Nebraska Department of Education, 233 So. 10th St., Lincoln, Nebraska.
--Printed materials on dental health, anatomy and physiology, consumer education and school health services; teacher and student resources.

Dairy Council of Central States, 6901 Dodge, Room 104, Omaha, Nebraska.
--Posters, booklets and leaflets on nutrition and its relation to general and dental health; physical fitness and weight control; teacher and student resources.